

IN THE UNITED STATES PATENT AND TRADEMARK OFFICEIn re application of: **Von der Geest et al.**Examiner: **Chanda L. Harris**Serial No.: **10/016,905**Group Art Unit: **3714**Filed: **December 14, 2001**Confirmation No.: **9583****For: Method and System for Developing Teaching and Leadership Characteristics and Skills**

Commissioner for Patents
P.O. Box 1450
Alexandria, VA 22313-1450

Sir:

DECLARATION OF NAMED INVENTORS UNDER 37 CFR 1.131

1. We, Michael Von der Geest, Katharine F. Nisbet, Russell Hobby, Rebecca H. Johnson, and Stephen Lams, the undersigned, are the five named true inventors of the subject matter disclosed in U.S. Patent Application Serial No. 10/016,905 (the “‘905 Application”), filed December 14, 2001, entitled “Method and System for Developing Teaching and Leadership Characteristics and Skills,” which is assigned to Hay Acquisition Company I, Inc.

2. We submit this Declaration to the United State Patent Office under 37 C.F.R. 1.131 to swear behind U.S. Patent Application Publication No. 2003/0046265 A1 to Orton et al., which has a United States effective filing date of September 5, 2001 and which is the sole reference relied upon by the Examiner in the Official Action dated October 4, 2004 in rejecting pending Claims 1-4, 13, 17-18, 25-29, 31-38, 43, 45, 48-52, and 70-74.

3. All of the events outlined below occurred in the United Kingdom, which is a NAFTA and WTO country, on or after January 1, 1996.

4. The Hay TRANSFORMING LEARNING Product (hereinafter, the “TL Product”) formed the basis for the ‘905 Application. The TL Product was released as a website (www.transforminglearning.com.uk) before September 5, 2001 as shown in the sample invoices

dated January 2001 and February 2001 for payment of subscription fees to Hay for the released Product included in Exhibit A and as also evidenced by the copyright notice of Screen Shot 1 of Exhibit B. Exhibit B includes screen shots generated from the version of the TL Product released in January 2001 using sample data. This same version was used in preparation of the '905 Application.

5. A copy of the informal drawings FIGS. 1-15D filed with the '905 Application are attached as Exhibit C. These informal drawings were developed from screen shots captured from the version of the TL Product released before September 5, 2001.

6. Prior to September 5, 2001, we reduced to practice our method of assisting in development of an environment, comprising the steps of: receiving with a computer processor unit evaluation data for said environment received from at least one individual participating in said environment, said evaluation data representing impressions of said individual regarding said environment; providing model data to an individual that is responsible at least in part for said environment, said model data representing one or more dimensions of said environment, said model data developed at least in part from said evaluation data, each of said one or more dimensions being associated with at least one characteristic of said individual responsible for said environment; receiving with a computer processor unit a selection of at least one of said one or more dimensions of said environment received from said individual responsible for said environment; and providing said individual responsible for said environment an action plan for improving at least one characteristic associated with said selected dimension.

7. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 7 of this Declaration further comprising the step of receiving evaluation data for said environment from said individual that is responsible at least in part for said environment, said evaluation data representing an impression of said individual regarding said environment.

8. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 6 of this Declaration wherein: said environment is a classroom teaching environment, said at least one individual participating in said environment

includes a first plurality of students, and said individual responsible for said environment is a classroom teacher.

9. Prior to September 5, 2001, we reduced to practice and embodiment of our assisting method described in Paragraph 8 of this Declaration further comprising the step of receiving from said classroom teacher a designation of said first plurality of students participating in said classroom teaching environment, said first plurality of students being designated to provide said evaluation data.

10. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 6 of this Declaration wherein said evaluation data received from said at least one individual participating in said environment identify a perception of a current state of said environment and an indication of an ideal state of said environment.

11. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 7 of this Declaration wherein said environment is a school environment, said at least one individual participating in said environment includes a first plurality of employees within said school environment, and said individual responsible for said environment is a head teacher.

12. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 11 of this Declaration further comprising the step of receiving from said head teacher a designation of said first plurality of employees participating in said school environment, said first plurality of employees being designated to provide said evaluation data.

13. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 11 of this Declaration wherein said evaluation data received from said plurality of employees include first leadership style data, said first leadership style data identifying a perception by said plurality of employees of the use of a plurality of different leadership styles by said head teacher; and said evaluation data received from said head teacher include second leadership style data identifying a perception by said head teacher of the use of said plurality of different leadership styles by said head teacher.

14. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 13 of this Declaration further comprising the step of providing leadership model data, said leadership model data representing usage of said plurality of leadership styles by said head teacher, said leadership model data being developed at least in part from said first leadership style data and said second leadership style data.

15. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 13 of this Declaration wherein the step of receiving from said head teacher a selection of at least one of said one or more dimensions includes the step of receiving an identification of one or more leadership styles from said plurality of different leadership styles, said one or more leadership styles being associated with at least one of said one or more dimensions.

16. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 15 of this Declaration further comprising the step of providing said head teacher an action plan for improving said selected one or more leadership styles.

17. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 15 of this Declaration further comprising the step of providing said head teacher an action plan for improving at least one characteristic of said head teacher associated with said identified one or more leadership styles.

18. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 7 of this Declaration wherein: said evaluation data received from said at least one individual participating in said environment include first leadership style data, said first leadership style data identifying a perception of the use of a plurality of different leadership styles by said individual that is responsible for said environment; and said evaluation data received from said individual that is responsible at least in part for said environment include second leadership style data identifying a perception by said individual that is responsible at least in part for said environment of the use of said plurality of different leadership styles by said individual that is responsible for said environment.

19. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 18 of this Declaration further comprising the step of providing leadership model data, said leadership model data representing usage of a plurality of leadership styles by said individual that is responsible for said environment, said leadership model data being developed at least in part from said first leadership style data and said second leadership style data.

20. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 18 of this Declaration wherein the step of receiving from said individual responsible for said environment a selection of at least one of said one or more dimensions includes the step of receiving an identification of one or more leadership styles from said plurality of leadership styles, said one or more leadership styles being associated with said selected at least one of said one or more dimensions.

21. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 20 of this Declaration further comprising the step of providing said individual responsible for said environment an action plan for improving said selected one or more leadership styles.

22. Prior to September 5, 2001, we reduced to practice an embodiment of our assisting method as described in Paragraph 20 of this Declaration further comprising the step of providing said individual responsible for said environment an action plan for improving at least one characteristic of said individual responsible for said environment associated with said identified one or more leadership styles.

23. Prior to September 5, 2001, we reduced to practice a method of assisting in development of an environment comprising the steps of receiving with a computer processor unit evaluation data for said environment received from at least one individual participating in said environment, said evaluation data representing impressions of said individual regarding said environment; and providing model data to an individual that is responsible at least in part for said environment, said model data representing one or more dimensions of said environment, said model data developed at least in part from said evaluation data.

24. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 23 of this Declaration further comprising the step of receiving evaluation data for said environment from said individual that is responsible at least in part for said environment, said evaluation data representing an impression of said individual regarding said environment.

25. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 24 of this Declaration wherein said model data are developed at least in part from said evaluation data received from said individual that is responsible at least in part for said environment.

26. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 24 of this Declaration wherein: said evaluation data received from said at least one individual participating in said environment include first leadership style data, said first leadership style data identifying a perception of the use of a plurality of different leadership styles by said individual that is responsible for said environment; and said evaluation data received from said individual that is responsible at least in part for said environment include second leadership style data identifying a perception by said individual responsible at least in part for said environment of the use of said plurality of different leadership styles by said individual that is responsible for said environment.

27. Prior to September 5, 2001, we reduced to practice an embodiment of the assisting method described in Paragraph 26 of this Declaration further comprising the step of providing leadership model data, said leadership model data representing usage of a plurality of leadership styles by said individual that is responsible for said environment, said leadership model data being developed at least in part from said first leadership style data and said second leadership style data.

28. Prior to September 5, 2001, we reduced to practice our computer-readable medium and data signal embodied in a carrier wave encoded with computer program code for directing a processor to assist in the development of an environment, comprising: a first code segment for causing a processor to provide model data to an individual that is responsible at least in part for said environment, said model data representing one or more dimensions of said

environment, said model data developed at least in part from evaluation data, said evaluation data being received from at least one individual participating in said environment and representing impressions of said individual regarding said environment, each of said one or more dimensions being associated with at least one characteristic of an individual responsible for said environment; a second code segment for causing the processor to receive from said individual responsible for said environment a selection of at least one of said one or more dimensions; and a third code segment for causing the processor to provide said individual responsible for said environment an action plan for improving at least one characteristic associated with said selected dimension.

29. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 28 of this Declaration wherein said evaluation data further represent an impression regarding said environment of said individual that is responsible at least in part for said environment.

30. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 29 of this Declaration wherein: said environment is a classroom teaching environment, said at least one individual participating in said environment includes a first plurality of students, and said individual responsible for said environment is a classroom teacher.

31. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 28 of this Declaration wherein said evaluation data received from said at least one individual participating in said environment identify a perception of a current state of said environment and an indication of an ideal state of said environment.

32. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 29 of this Declaration wherein: said environment is a school environment, said at least one individual participating in said environment includes a first plurality of employees within said school environment, and said individual responsible for said environment is a head teacher.

33. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 32 of this Declaration wherein: said evaluation data received from said first plurality of employees include first leadership style data, said first leadership style data identifying a perception by said first plurality of employees of the use of a plurality of different leadership styles by said head teacher; and said evaluation data received from said head teacher include second leadership style data identifying a perception by said head teacher of the use of said plurality of different leadership styles by said head teacher.

34. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 33 of this Declaration further comprising a fourth code segment for causing said processor to provide leadership model data, said leadership model data representing usage of said plurality of leadership styles by said head teacher, said leadership model data being developed at least in part from said first leadership data and said second leadership style data.

35. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 33 of this Declaration wherein the second code segment includes a code segment for causing the processor to receive an identification of one or more leadership styles from said plurality of different leadership styles, said one or more leadership styles being associated with said selected at least one of said one or more dimensions.

36. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 35 of this Declaration further comprising a fourth code segment for causing the processor to provide said head teacher with an action plan for improving said selected one or more leadership styles.

37. Prior to September 5, 2001, we reduced to practice an embodiment of our computer-readable medium and data signal as described in Paragraph 35 of this Declaration further comprising a fourth code segment for causing the processor to provide said head teacher with an action plan for improving a characteristic of said head teacher associated with said identified one or more leadership styles.

38. The TL Product developed, reduced to practice and released prior to September 5, 2001 embodied our methods of assisting in the development of an environment, computer-readable medium encoded with computer program code for directing a processor to assist in the development of an environment and data signal embodied in a carrier wave encoded with computer program code for directing a processor to assist in the development of an environment detailed in Paragraphs 6-37 of this Declaration. The methods, mediums and data signals as claimed and embodied in the TL Product are evidenced by the following screen shots:

- Exhibit B, Screen Shots 1 and 2 (showing a user name and password login pages of the TL Product that would be used by teachers and head teachers to access the functionality of the TL Product)
- Exhibit B, Screen Shot 3 (showing main functional modules of the TL Product including: Questionnaire Setup for allowing the designation of persons to respond to questions to provide evaluation data; "Your Questionnaire" for allowing the classroom teacher to provide evaluation data about his or her classroom environment; "Climate Detailed Feedback" and "Climate Summary Feedback" for providing model data based on the evaluation data to the classroom teacher; "Exploring and Choosing Actions" for allowing the classroom teacher to select environmental dimensions for improvement by an action plan"; and "Your Personal Action Planner" for providing an action plan to a classroom teacher and monitoring the teacher's progress)
- Exhibit B, Screen Shots 4-8 (showing TL Product providing model data to a classroom teacher based on evaluation data received from the classroom teacher, students and national data representing one or more dimensions of a classroom environment (i.e., "Participation"))
- Exhibit B, Screen Shots 9-10 (showing TL Product providing summary model data for multiple classroom dimensions)
- Exhibit B, Screen Shots 11-13 (showing TL Product allowing selection of one or more climate dimensions to develop via an action plan and displaying individual teaching characteristics associated with individual dimensions)
- Exhibit B, Screen Shots 14-15 (showing TL Product providing for development of an action plan and providing an action plan to the classroom teacher)
- Exhibit B, Screen Shot 16 (showing, in head teacher embodiment of TL Product, chart explaining relationship of various leadership styles to the dimensions of a school environment) ~
- Exhibit B, Screen Shots 17-21 (showing TL Product providing model data to a head teacher based on evaluation data received from the employees, the head teacher and national data representing one or more dimensions of a school environment (i.e.,

“Responsibility”))

- Exhibit B, Screen Shots 22-24 (showing TL Product illustrating six different leadership styles for the head teacher, the effect of a particular leadership style (i.e., “Affiliative”) on a selected climate dimension (i.e., “Standards”) and the frequency of use of that leadership style by the head teacher)
- Exhibit B, Screen Shot 25 (showing TL Product presenting to the head teacher a summary of the relative value of each leadership style in developing the selected climate dimensions and receiving from the head teacher at least one leadership style for development via an action plan)
- Exhibit B, Screen Shot 26 (showing TL Product explaining in part the presentation of model data based on evaluation data)
- Exhibit B, Screen Shot 27 (showing an example from the TL Product of a portion of a student questionnaire eliciting evaluation data)
- Exhibit C, FIG. 2 (developed from screen shots of the TL Product showing main functional modules of the TL Product including: Questionnaire Setup for allowing the designation of persons to respond to questions to provide evaluation data; “Your Questionnaire” for allowing the classroom teacher to provide evaluation data about his or her classroom environment; “Climate Detailed Feedback” and “Climate Summary Feedback” for providing model data based on the evaluation data to the classroom teacher; “Exploring and Choosing Actions” for allowing the classroom teacher to select environmental dimensions for improvement by an action plan”; and “Your Personal Action Planner” for providing an action plan to a classroom teacher and monitoring the teacher’s progress)
- Exhibit C, FIGS. 3A-3E and 4A-4E (developed from screen shots from the TL Product showing model data like that shown in Exhibit B, Screen Shots 4-8 only using different sample data and for climate dimension “Fairness” and Clarity”)
- Exhibit C, FIGS. 5-6 (developed from screen shots from the TL Product showing providing summary model data for multiple classroom dimensions, like Exhibit B, Screen Shots 9-10 only using different sample data)
- Exhibit C, FIGS. 9-10 (developed from screen shots from the TL Product showing TL Product allowing selection of one or more climate dimensions (i.e., “Clarity” and “Standards”) to develop via an action plan and displaying individual teaching characteristics associated with individual dimensions, like Exhibit B, Screen Shots 11-13)
- Exhibit C, FIG. 11 (developed from screen shot from the TL Product showing an example from the TL Product of a portion of a student questionnaire eliciting evaluation data, like Exhibit B, Screen Shot 27)

- Exhibit C, FIG. 12 (developed from screen shot from the TL Product showing main functional modules of the head teacher embodiment of the TL Product)
- Exhibit C, FIG. 13 (showing the same screen shot as shown in Exhibit B, Screen Shot 16, which shows, in head teacher embodiment of TL Product, chart explaining relationship of various leadership styles to the dimensions of a school environment)
- Exhibit C, FIGS. 14A-14E (showing TL Product providing model data to a head teacher based on evaluation data received from the employees, the head teacher and national data representing one or more dimensions of a school environment, like Exhibit B, Screen Shots 17-21 only using different sample data)
- Exhibit C, FIGS. 15A-15C (showing TL Product illustrating six different leadership styles for the head teacher, the effect of a particular leadership style (i.e., “Democratic”) on a selected climate dimension (i.e., “Team Commitment”) and the frequency of use of that leadership style by the head teacher, like Exhibit B, Screen Shots 22-24, only with a different dimension and characteristic selected)
- Exhibit C, Screen Shot 15D (showing TL Product presenting to the head teacher a summary of the relative value of each leadership style in developing the selected climate dimensions and receiving from the head teacher at least one leadership style for development via an action plan, like Exhibit B, Screen Shot 25 only with different group of dimensions selected)

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: 26/01/05


Michael Von der Geest

Dated: _____

Katharine Fiona Nisbet

Dated: _____

Russell Hobby

Dated: _____

Rebecca Helen Johnson

Dated: _____

Stephen Lams

JAN-31-2005 MON 02:03 PM

FAX NO.

P. 01

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TRANSACTION REPORT

JAN-31-2005 MON 09:02 AM

FOR:

DATE	START	RECEIVER	TX TIME	PAGES	TYPE	NOTE	M#	DP
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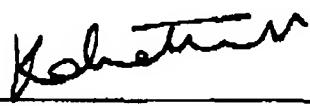
215 979 1020

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: _____

Michael Von der Geest

Dated: 31 January 2005


Katharine Fiona Nisbet

Dated: _____

Russell Hobby

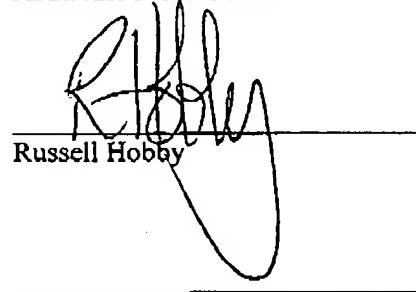
I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: _____

Michael Von der Geest

Dated: _____

Katharine Fiona Nisbet


Russell HobbyDated: 20/1/05

Rebecca Helen Johnson

Dated: _____

Stephen Lams

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Dated: _____

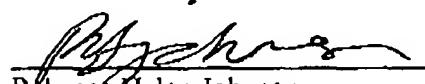
Michael Von der Geest

Dated: _____

Katharine Fiona Nisbet

Dated: _____

Russell Hobby

Dated: 26/01/05
Rebecca Helen Johnson

Dated: _____

Stephen Lams

I hereby declare that all statements made herein of my own knowledge are true and that all statements made on information and belief are believed to be true; and further that these statements were made with the knowledge that willful false statements and the like so made are punishable by fine or imprisonment, or both, under Title 18, United States Code, Section 1001, and that such willful false statements may jeopardize the validity of the above-identified application or any patent issuing thereon.

Dated: _____

Michael Von der Geest

Dated: _____

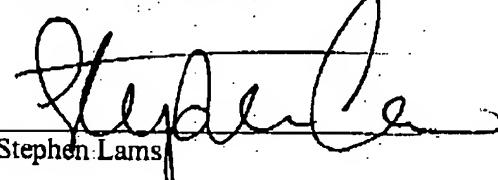
Katharine Fiona Nisbet

Dated: _____

Russell Hobby

Dated: _____

Rebecca Helen Johnson


Stephen Lams

Dated: 21/11/05

Exhibit A: Sample Invoices for Subscriptions to Transforming Learning Website
dated January and February 2001 (with bank account and cost details redacted)

Exhibit B: Screen Shots from January 2001 Version

Exhibit C: Figures from U.S. Patent Application Serial No. 10/016,905

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit A

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

[REDACTED]

Trevor Sandford	Invoice	960-4
Kent County Council Corporate Services Sessions House Maidstone Kent, ME14 1XR	Account No.	011-0975001
	Date/Tax Point	31-January-2001
	P.O. Ref.	

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning for Primary schools - Year 1 of 1		

	Total	[REDACTED]
		[REDACTED]
VAT Summary	Total VAT	[REDACTED]
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00	Total Payable	[REDACTED]

[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No. 763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

[REDACTED]

Con Harkin	Invoice	960-7
Bruche County Junior School Seymour Drive Padgate Warrington Cheshire, WA1 3TT	Account No.	011-0976001
	Date/Tax Point	31-January-2001
	P.O. Ref.	

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning for 5 schools - Bruche, Broomfields, Bewsey Lodge, Padgate and St. Matthew's. Year 1 of 2.		

	Total	[REDACTED]
		[REDACTED]
VAT Summary	Total VAT	[REDACTED]
Code % Amount VAT		
I 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00	Total Payable	[REDACTED]

[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No. 763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

[REDACTED]

Mr John Manning	Invoice	960-9
Egerton Primary School Bexton Road Knutsford Cheshire, WA16 0EE	Account No.	011-0977001
	Date/Tax Point P.O. Ref.	31-January-2001

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning for Year 1 of 2.		

	Total	[REDACTED]
	Total VAT	[REDACTED]
VAT Summary	Total Payable	[REDACTED]
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00		

[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No.763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

[REDACTED]

Mike McLaughlin	Invoice	960-10
Peover School Stocks Lane Over Peover Knutsford Cheshire, WA16 8TU	Account No.	011-0976001
	Date/Tax Point	31-January-2001
	P.O. Ref.	

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning for Year 1 of 2.		

	Total	[REDACTED]
		[REDACTED]
VAT Summary	Total VAT	[REDACTED]
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00	Total Payable	[REDACTED]

[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

VAT Registration No. GB 497 6415 95

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Registered in England & Wales No.763575

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

[REDACTED]

Mr FGF Howard	Invoice	960-16
Yateley Manor School Reading Road Yateley Hampshire, GU46 7UQ	Account No.	011-0986001
	Date/Tax Point P.O. Ref.	13-February-2001

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning. Year 1 of 1.		
Total	[REDACTED]	
VAT Summary	Total VAT	[REDACTED]
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00	Total Payable	[REDACTED]

[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No. 763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

Ms Lyn Fryer	Invoice	960-18
Worthing High School South Farm Road Worthing West Sussex, BN14 7AR	Account No.	011-0989001
	Date/Tax Point P.O. Ref.	13-February-2001

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning. Year 1 of 1.		

	Total	[REDACTED]
	Total VAT	[REDACTED]
VAT Summary		
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00		
	Total Payable	[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No. 763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

Mr R Eastthorpe	Invoice	960-19
Cheam Common Junior School Kingsmead Avenue	Account No.	011-0982001
Worcester Park Surrey, KT4 8UT	Date/Tax Point	13-February-2001
	P.O. Ref.	

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning. Year 1 of 1.		

	Total	[REDACTED]
		[REDACTED]
VAT Summary	Total VAT	[REDACTED]
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00	Total Payable	[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No. 763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

Mr Eric Dawson	Invoice	960-20
Sir William Romneys School Lowfield Road Tetbury Gloucestershire, GL8 8AE	Account No.	011-0990001
	Date/Tax Point P.O. Ref.	13-February-2001

Description	Amount	VAT Rate
Subscription to TransformingLearning	[REDACTED]	S
Subscription to Transforming Learning. Year 1 of 1.		
Total	[REDACTED]	
VAT Summary	Total VAT	[REDACTED]
Code % Amount VAT		
S 17.50 [REDACTED] [REDACTED]		
E 0.00 0.00 0.00		
Z 0.00 0.00 0.00	Total Payable	[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No.763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group
 33 Grosvenor Place
 London
 SW1X 7HG
 Tel: 020 7856 7000
 Fax: 020 7856 7100

[REDACTED]

Ms Susan Goodman	Invoice	960-22
Saltdean Primary School Chiclington Way Saltdean Brighton Sussex, BN2 8HB	Account No.	011-0992001
	Date/Tax Point	13-February-2001
	P.O. Ref.	

Description	Amount	VAT Rate
Subscription to TransformingLearning		S
Subscription to Transforming Learning. Year 1 of 1.		

	Total	
VAT Summary	Total VAT	
Code %	Amount	VAT
S 17.50		
E 0.00	0.00	0.00
Z 0.00	0.00	0.00
	Total Payable	

[REDACTED]

Please remit payment to:
 The Hay Group Management Limited
 33 Grosvenor Place
 London
 SW1X 7HG

VAT Registration No. GB 497 6415 95

Registered in England & Wales No. 763575

Bank transfers to:
 Bank of Scotland
 38 Threadneedle Street
 London
 EC2P 2EH

A/c Name: The Hay Group Management Limited
 A/c No.: [REDACTED]
 Sort Code: 12-01-03

Hay Group

**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit B

(1)

Welcome to TRANSFORMING LEARNING

Registered Users of Transforming Learning:

To enter the registered part of the site, click the relevant button below

First Time Users

Login

Preview

For a preview of Transforming Learning, click here:

Latest News

Are You Doing Better Than You Think You Are?

The pupils of 86% of primary school teachers find their lessons clearer and more interesting than their teacher expected.

In the current climate of inspection and evaluation, the suggestion that pupil's views should be taken into account may seem just another burden. Our recent analysis of Transforming Learning data suggests that pupils' views are generally a positive and insightful contribution for teachers' professional development.

Click on 'more' to view



②

Transforming Learning - Microsoft Internet Explorer

File View Favorites Tools Help

Back Forward Stop Print Refresh Search Favorites Media History

Address http://www.transforminglearning.co.uk/default.cfm?uid=A66291EE-2D06-11D6-8AE100508B668278

Transforming Learning

Login

Welcome To Transforming Learning

This screen is for people who have already registered themselves on Transforming Learning.

Please enter your username and password (you will have chosen these in a previous session):

Username:

Password:

Click to Proceed

Stuck? Click Here

Click here if you can't remember your username

Click here if you can't remember your password

Click here if you have not yet chosen a username or password

Click here to return to the homepage

TRANSFORMING
LEARNING

3

Transforming Learning - Microsoft Internet Explorer-provided by Freegen



Welcome Back Joe

Quick Shortcuts

- Where I Last Left Off
- Questionnaire Tracker
- The Main Home Page
- Administration
- Change Your Password
- Toolkit
- My Personal Details

Exploring

- About You
- Questionnaire Setup
- Your Questionnaire
- Understanding The Concepts
- About Your Context

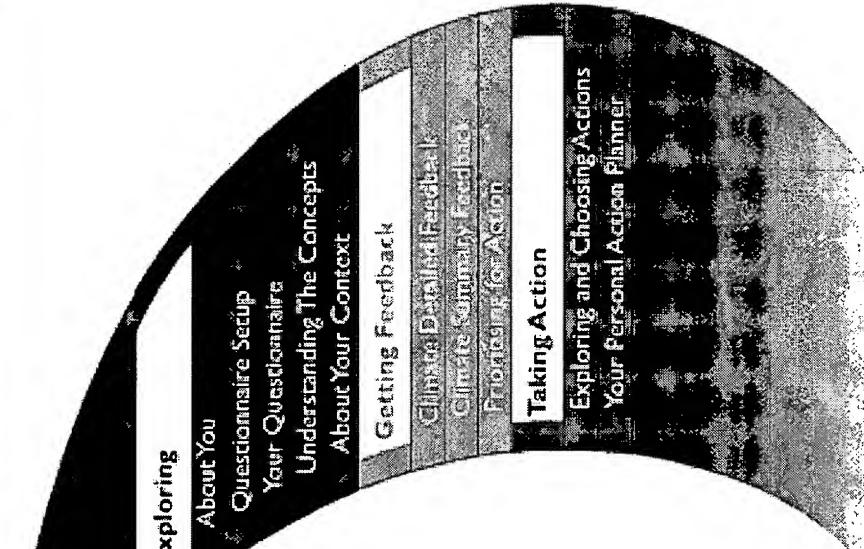
Taking Action

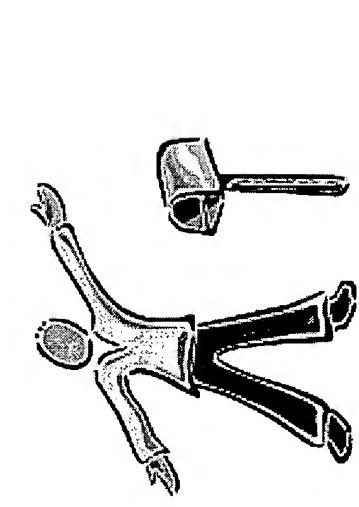
- Getting Feedback
- Clinical Detailed Feedback
- Clinical Summary Feedback
- Frontline for Action

Exploring and Choosing Actions

Your Personal Action Planner

How To Use This Page





TRANSFORMING LEARNING

Done Start Workspace at Notes ... Transforming Lear...

Internet

11:36

Transforming Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Links

Address: 8278&randomvar=73897CA8-F650-11D4-8ACD00508B668278&CFTOKEN=71&CFTOKEN=58915975 Go Links

CurrentSection: Getting Feedback Classroom Climate

Your Own Perceptions Participation

This chart shows the gap between your perception of the actual degree of **Participation** in your class and how you would like it to be ideally.

What Does This Mean?

You feel that your pupils are generally satisfied with the level of **Participation**, but that the emphasis on this dimension may be slightly too low.

Now IDEAL

YOU NOW VS YOUR IDEAL

1	2	3	4	5	6
Low					HIGH

Your Perceptions vs. Your Pupils

Participation

Internet

Done

Transforming Learning

workspace at inNotes

Microsoft PowerPoint ...

Start

11:41

5

Transforming Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print

Address: 8278&randomvar=73897CA8-F650-11D4-8ACD00508B668278&CFTOKEN=71&CFID=58915975

Current Section: Getting Feedback

Classroom Climate

Participation

Your Perceptions vs. Your Pupils

This chart shows the gap between your own and your pupils' perceptions of the actual level of **Participation** in your class.

(Your level of rater agreement for this dimension is high.)

What Does This Mean?

IDEAL

YOUR IDEAL

YOU NOW VS YOUR PUPILS NOW

LOW HIGH

Now	IDEAL
YOU	PUPILS

Navigator

Glossary

Help

Contact Us

TRANSFORMING LEARNING

Start Workspace at iNotes ... Transforming Lear...

Microsoft PowerPoint ... Internet

Done

Transforming Learning - Microsoft Internet Explorer - Multimedia

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print

Address: 82.78.82.100?randomvar=73897CA8-F650-11D4-8AC0D00508B668278&CFID=718&CFTOKEN=58915975

Current Session: Getting Feedback

The Perceptions of Your Pupils

Classroom Climate

Participation

What Does This Mean?

This chart shows the gap between your pupils' perceptions of the actual level of **Participation** and their aspirations for the future.

Now ▲ IDEAL

You □ PUPILS

NOW ■ IDEAL

1 2 3 4 5 6 HIGH

Low

YOU NOW VS YOUR IDEAL

YOU NOW VS YOUR PUPILS NOW

YOUR PUPILS NOW VS IDEAL

Your Class in Comparison With Other Classes

Participation

Internet

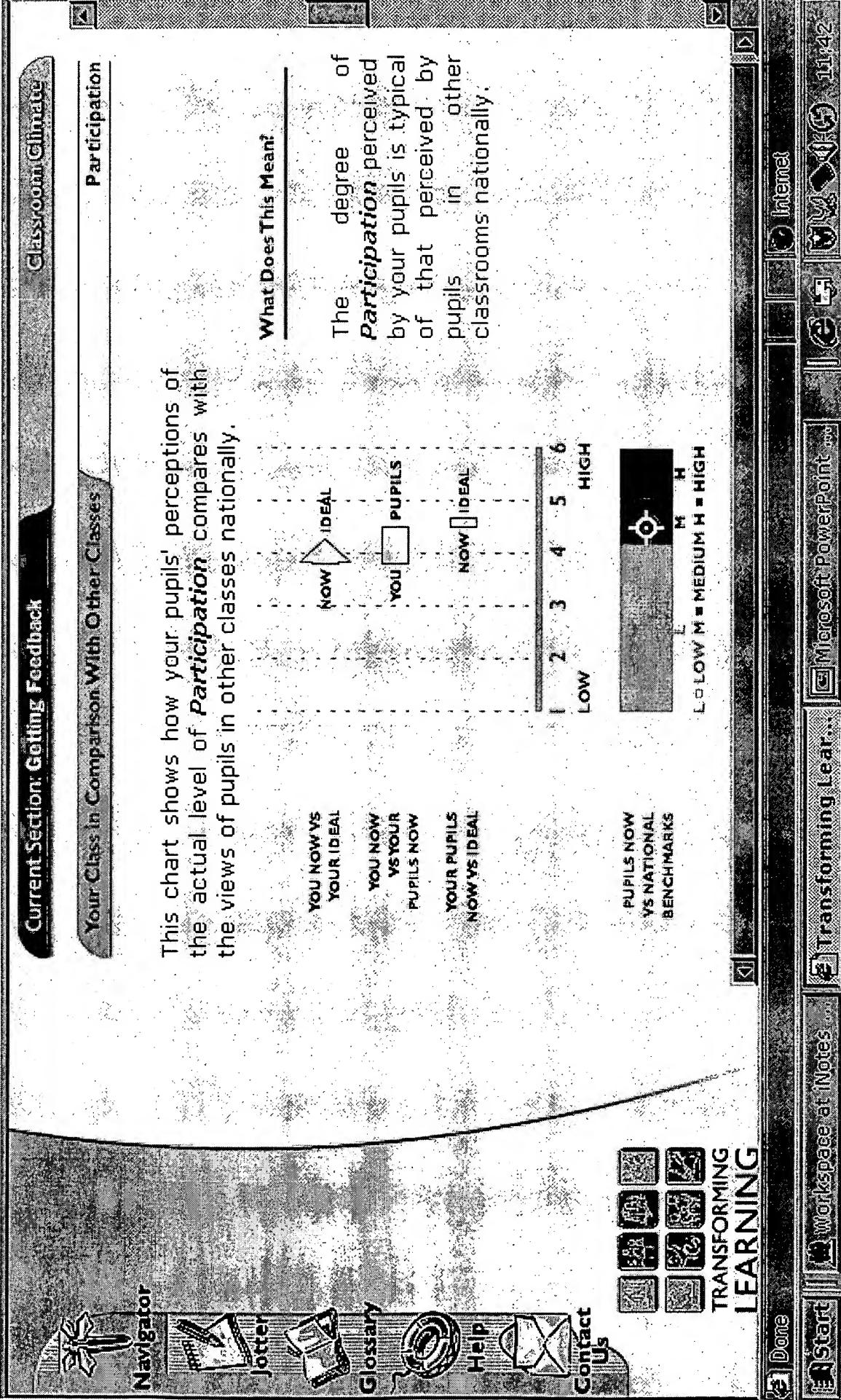
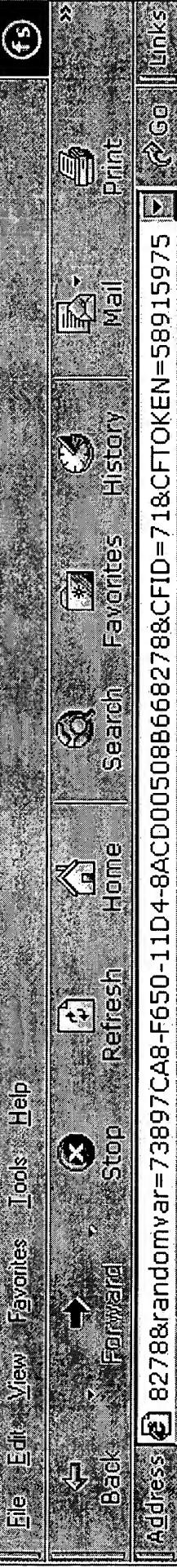
Start Workspace at Notes... Transforming Lear... Microsoft PowerPoint...

Done

Navigator

Lotter Glossary Help Contact Us TRANSFORMING LEARNING

Transforming Learning - Microsoft Internet Explorer Privacy Settings

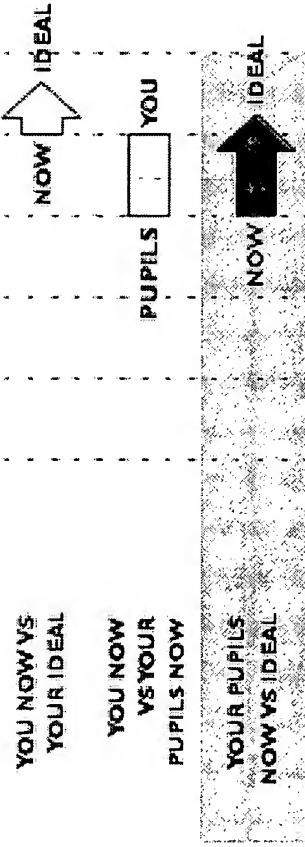


Your Key Messages

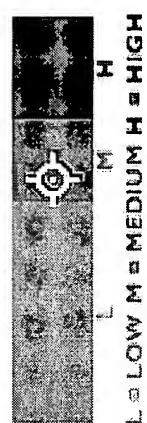
Participation

Your results indicate you would benefit most by focusing on meeting the aspirations of your pupils about the level of **Participation** in your classroom. As a reminder, the most significant finding in your feedback is highlighted below.

What Does This Mean?



Your pupils' responses also indicate that they would like a little more **Participation** in the classroom.



Transforming Learning - Microsoft Internet Explorer provided by Firestarter

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Links Go Classroom Climate

Address: 8278&randomvar=73897CA8-F650-11D4-8ACDD00508B668278&CFID=71&CFTOKEN=58915975

Current Section: Getting Feedback

What Does This Mean?

Clarity Order Standards Fairness Participation Support Safety Interest Environment

Dimension	Large	Medium	Small
Clarity	Large	Medium	Large
Order	Medium	Medium	Medium
Standards	Medium	Medium	Medium
Fairness	Medium	Medium	Medium
Participation	Medium	Medium	Medium
Support	Medium	Medium	Medium
Safety	Medium	Medium	Medium
Interest	Medium	Medium	Medium
Environment	Medium	Medium	Medium

Large Medium Small Medium Large

Your pupils think the climate is higher than you do

Your pupils think the climate is lower than you do

Summary

Internet

Start Workspace at Notes ... Transforming Learn... Microsoft PowerPoint ... Done

TRANSFORMING LEARNING

Navigator Jotter Glossary Help Contact Us

Transforming Learning - Microsoft Internet Explorer provided by PreTeXtify

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Links

Address: 82788&randomvar=73897CA8-F650-11D4-8ACD00508B668278&CFTOKEN=71&CFTOKEN=58915975

The screenshot shows a Microsoft Internet Explorer window. The title bar says "Transforming Learning - Microsoft Internet Explorer provided by PreTeXtify". The menu bar includes File, Edit, View, Favorites, Tools, and Help. Below the menu is a toolbar with Back, Forward, Stop, Refresh, Home, Search, Favorites, History, Mail, Print, and Links. The address bar shows the URL: 82788&randomvar=73897CA8-F650-11D4-8ACD00508B668278&CFTOKEN=71&CFTOKEN=58915975. The main content area displays a survey titled "Classroom Climate" with a question "Current Section: Getting Feedback". Below the question is a horizontal scale from "Low" to "High" with five points in between. To the right of the scale is a detailed text explanation of what the scale means.

What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have built a good basis for building on existing strengths, but your feedback also highlights those areas that may impede your pupils from performing to their full potential..

The screenshot shows a feedback form for classroom climate. The question "Current Section: Getting Feedback" is followed by a horizontal scale with five points. The scale is labeled "Low" on the left and "High" on the right. To the right of the scale is a large block of explanatory text. At the bottom of the page is a decorative footer with icons for various services like Jotter, Glossary, Help, Contact Us, and others.

Internet

Your Reaction

Done

Start workspace at notes ...

Transforming Learn...

Microsoft PowerPoint ...

11:45

The screenshot shows a decorative footer with various service icons. From left to right, there are icons for Jotter, Glossary, Help, Contact Us, and several other services represented by small icons. To the right of these icons is a "TRANSFORMING LEARNING" logo. Further to the right are icons for Internet, Your Reaction, Done, Start workspace at notes ..., Transforming Learn..., Microsoft PowerPoint ..., and the current time, 11:45.

Transforming Learning

Microsoft Internet Explorer provided by FreeSchools

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Links

Address http://212.2.24.162/tictest/build/

Current Section: Getting Feedback

Applications

These are displayed at the bottom of this page.

Click the Next icon to start prioritising.

Select Up to 3

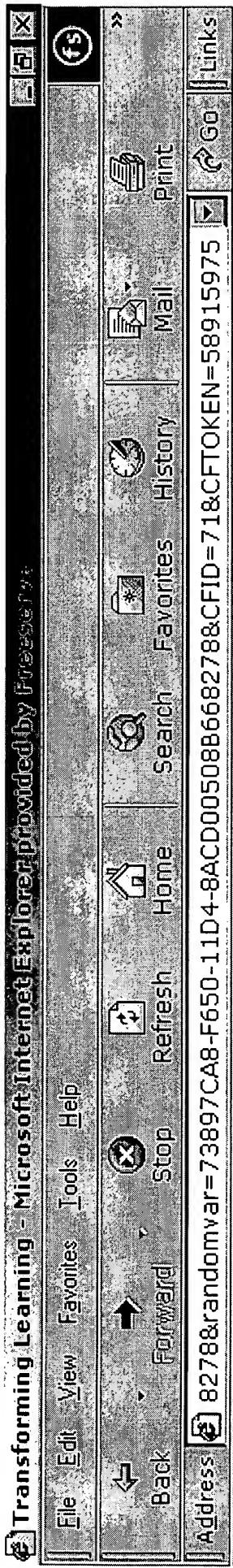
Dimensions	Priority	More Information
Clarity	Low	Prioritising Clarity
Standards	Low	Prioritising Standards
Order	Low	Prioritising Order
Environment	Low	Prioritising Environment
Fairness	Low	Prioritising Fairness
Interest	Low	Prioritising Interest
Participation	Low	Prioritising Participation
Safety	Low	Prioritising Safety

Navigator

Other Glossary Help Contact Us TRANSFORMING LEARNING

Done

Transforming Learning - Microsoft Internet Explorer Provided by Firestone



Address: 82.78/randomvar=73897CA8-F650-11D4-8ACD00508B668278&CFTOKEN=71&CFTOKEN=58915975

Current Section: Getting Feedback

Select Up to 3 Key Action Areas

Dimensions	Priority	For More Information
Order	Low	Click Here...
Fairness	Low	Click Here...
Participation	Medium	Click Here...
Support	Low	Click Here...
Safety	Low	Click Here...
Interest	Low	Click Here...
Environment	Low	Click Here...
Standards	Low	Click Here...
Clarity	High	Click Here...

Navigator

- [Take Me To...](#)
- [Participation](#)
- [Support](#)
- [Clarity](#)
- [Standards](#)
- [Safety](#)
- [Environment](#)
- [Interest](#)
- [Climate Summary](#)
- [Setting Priorities](#)
- [Choosing Actions](#)
- [Action Planning Table](#)
- [Home](#)
- [Close](#)

Glossary

Help

Contact Us

TRANSFORMING LEARNING



Transforming Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites History Mail Print Discuss Links

Address: <http://www.transforminglearning.co.uk/default.htm?pgename=feedback%2Femotions%2Factions%2Frandomvar%3D>

Current Section: Taking Action

Exploring & Choosing Actions

Order	Action	Selected Action
1	Characteristic: Click for More Information	
2	Analytical Thinking	
3	Conceptual Thinking	
4	Drive for Improvement	
5	Initiative	
6	Holding People Accountable	
7	Managing Pupils	
8	Passion for Learning	
9	Impact & Influence	

Characteristic: Click for More Information

Clarity Order Standard

Order Standard

Selected Action

Click to Select

Navigator

Guitar

Contact Us

TRANSFORMING LEARNING

Next ▶ Internet

3) JavaScriptSessionCheckboxesValues('Comp_Teach', 'Comp_Set', 'Checkbox100')

Transforming Learning - Microsoft Internet Explorer

File **Edit** **View** **Favorites** **Tools** **Help**

Back **Forward** **Stop** **Search** **Home** **Help** **Print** **Edit**

C%2D65F1%2D11D5%2D8AD900508B668278&randomvar=835D1B0D-65F1-11D5-8AD900508B668278&CFTOKEN=77288299

Current Section **Taking Action** **Exploring & Choosing Actions**

Your current class is:
Secondary Test Class

Navigator

TRANSFORMING
LEARNING

Transform

The Microsoft Internet Explorer browser window is shown with a focus on the 'Exploring & Choosing Actions' section. The page content discusses 'Conceptual Thinking' and provides four actions for reflection. The 'Navigator' bar at the bottom contains various links and icons related to learning and education.

Conceptual Thinking means the ability to see patterns and links, even where there is a lot of detail.

Below are some suggested actions for developing this characteristic. Select as many as you like and they will be saved into your action planner. If you wish to write your own action points, please use the text box below.

A Consider how you identify patterns in behaviours, situations, or performance data. Reflect on patterns that may be evident and record these.

B Review your lesson plans to consider if you are utilising concepts, ideas or best practices. If you are not, consider how you might collect this information and integrate it into lessons with your class.

C Consider the most complex areas of curriculum or learning for your class this term. Plan how you can make them easier to understand in creative or new ways. Discuss your plan with a colleague, and then review how successful it is with the class and/or your colleague.

D Practise using mind mapping to increase your abilities in conceptual thinking. Analyse situations or issues using this technique to look at non-linear patterns.

Transforming Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address Back Stop Forward Home Address Bar

http://www.transforminglearning.co.uk/default.cfm?pageName=feedback%2Femotions%2Ecfm%3Frandomvar%3D3

Navigator Glossary Contact

Links

Exploring & Choosing Actions

Current Section: Taking Action

You have prioritised: Clarity, Standards, Order for action

What do you want to be different in your classroom as a result?

High-level Action

To increase Clarity I will take action to ensure that my pupils understand what they have to do and why it	Achievement Date: <input type="text" value="6"/> <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2001 Status: In Progress <input checked="" type="checkbox"/>
To increase Standards I will take action to ensure that my pupils understand what I expect them	Achievement Date: <input type="text" value="7"/> <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2001 Status: In Progress <input checked="" type="checkbox"/>
To increase Order I will take action to ensure that punctuation and civilised behaviour are maintained in	Achievement Date: <input type="text" value="9"/> <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2001 Status: Complete <input checked="" type="checkbox"/>

Exploring & Choosing Actions

Next ►

Done

Internet

DIMENSIONS:	STYLES:					Coaching
	Coercive	Authoritative	Affiliative	Democratic	Pacesetting	
Flexibility						
Responsibility						
Standards						
Reward						
Clarity						
Team Commitment						
Extremely Valuable	Valuable	Of Short Term Value	With Care	Not Recommended		

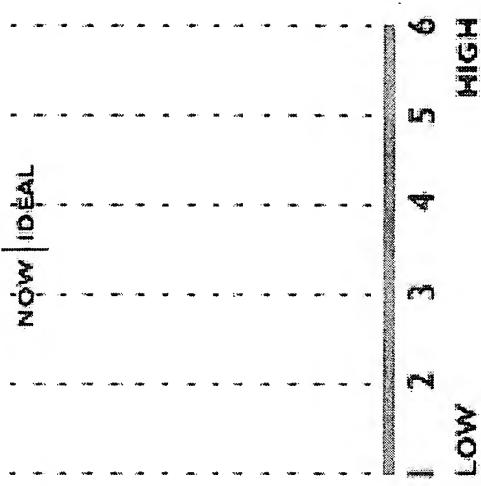
Your Own Perceptions

Responsibility

This chart shows the gap between your perception of the actual level of **Responsibility** in the school and how you would like it to be ideally.

What Does This Mean?

YOU NOW VS
YOUR IDEAL



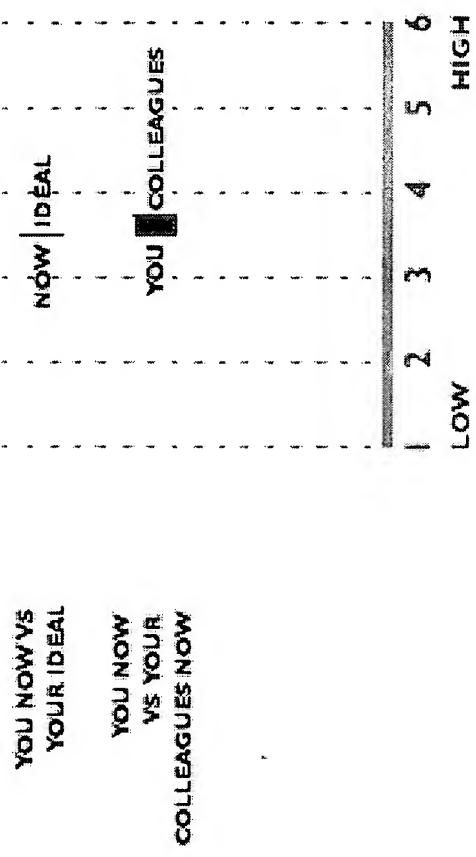
You feel that levels of **Responsibility** in the school are appropriate.

Your Perceptions vs. Your Colleagues' Responsibility

This chart shows the gap between your own and your colleagues' perceptions of the actual level of **Responsibility** in the school.

(The level of agreement for this dimension is [Click here for colleague agreement explanation](#))

[What Does This Mean?](#)



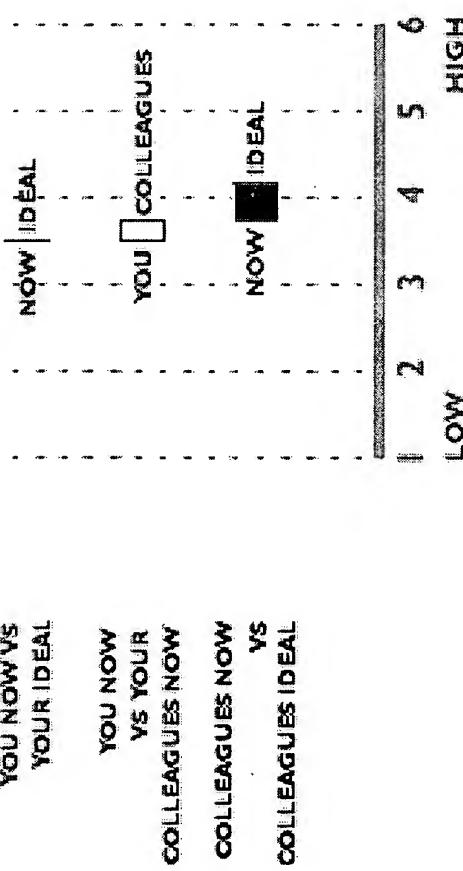
There is no difference between your perception of **Responsibility** in the school and your colleagues' perceptions.

The Perceptions of Your Colleagues

Responsibility

This chart shows the gap between your colleagues' perception of the actual level of **Responsibility** in the school and their aspirations for the future.

What Does This Mean?



Although generally satisfied, the responses of your colleagues suggest they would like slightly more **Responsibility** in the future.

Your School's Competition Will Outlast Others

This chart shows how your colleagues' perceptions of the actual level of **Responsibility** compares to how other teams tend to score.

Responsibility

YOU NOW VS YOUR IDEAL	NOW <input checked="" type="checkbox"/> IDEAL	THE LEVEL OF RESPONSIBILITY PERCEIVED BY YOUR COLLEAGUES IS TYPICAL OF THAT FOUND NATIONALLY.
YOU NOW VS YOUR COLLEAGUES NOW	<input checked="" type="checkbox"/>	
COLLEAGUES NOW VS COLLEAGUES IDEAL		

**HOW OTHER
SCHOOLS
SCORE**

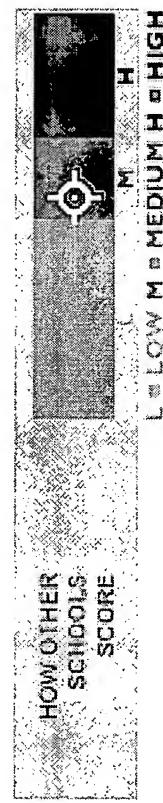
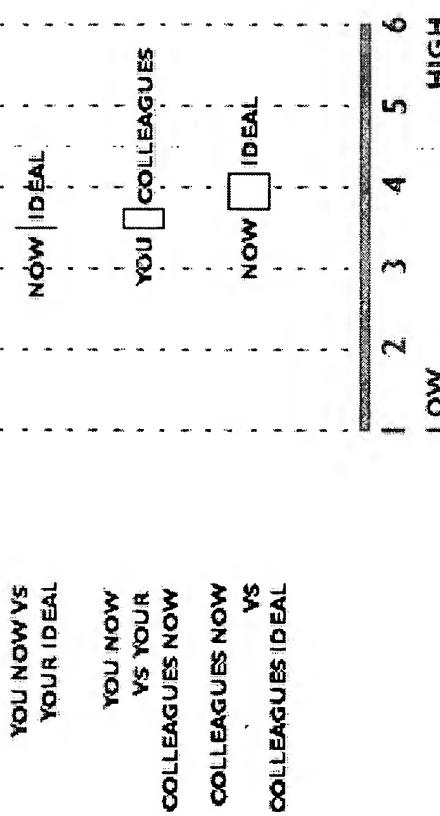


Your Key Messages

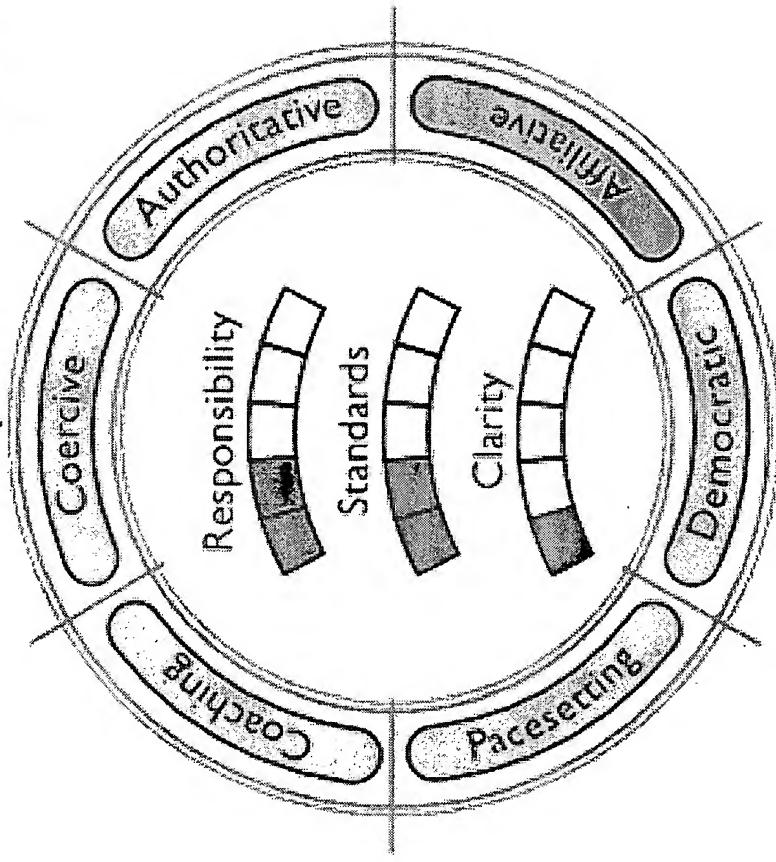
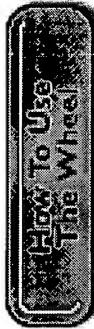
Responsibility

Your results indicate that you would benefit most by focusing on raising the level of **Responsibility** within the school so that your colleagues' perceptions are high in relation to those found nationally.

What Does This Mean?

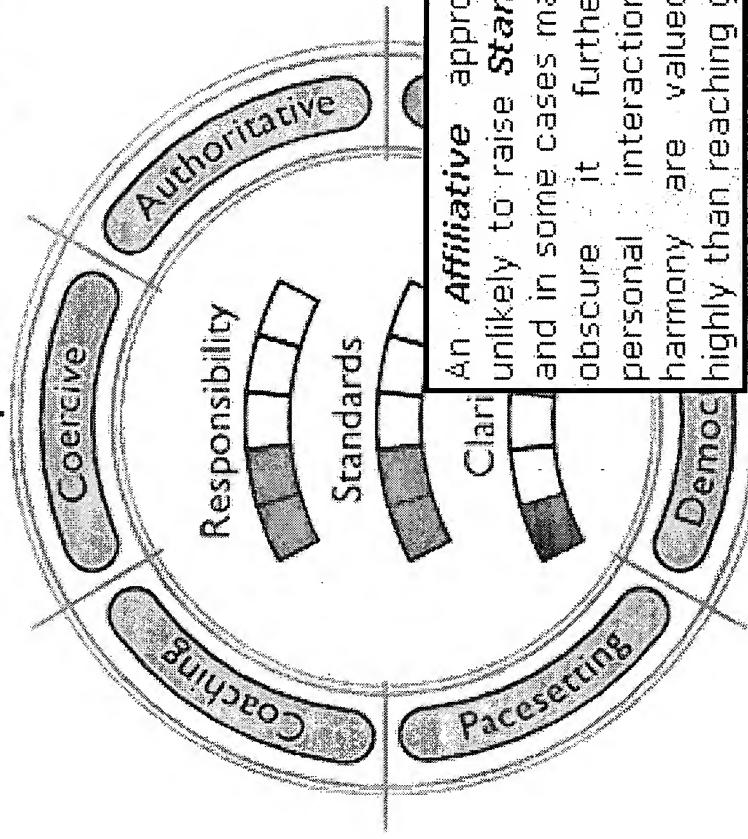


Your Affiliative style is
Infrequent



Your Affiliative style is
Infrequent

How To Use
The Wheel

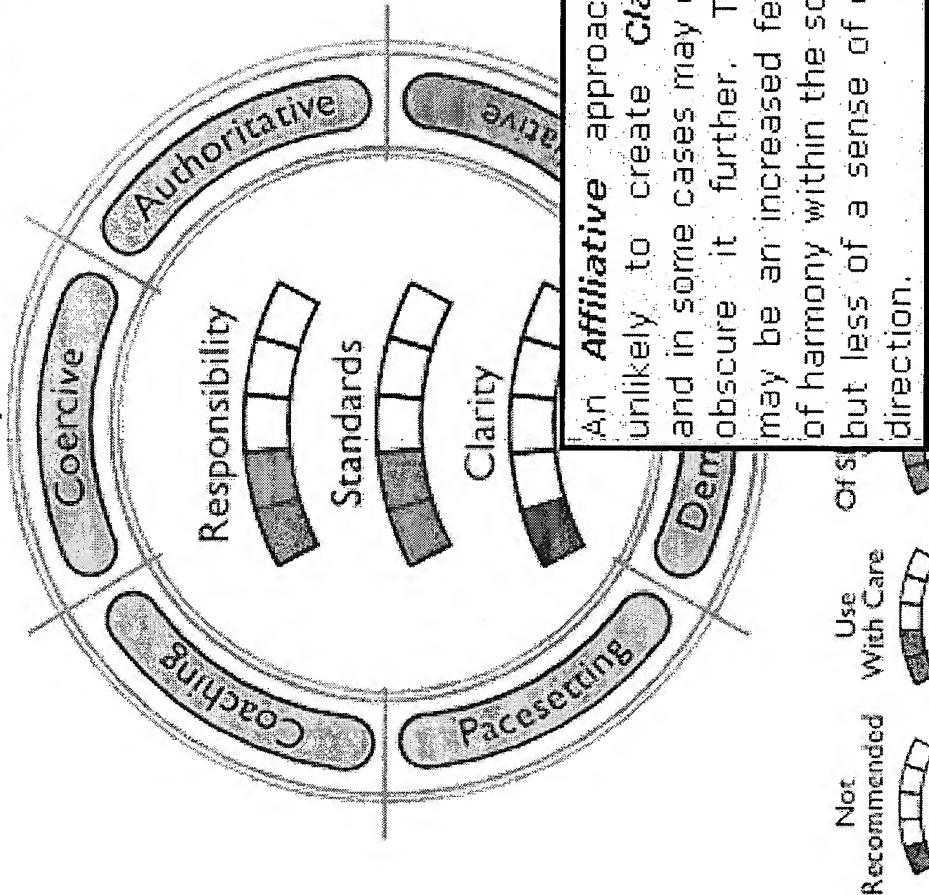


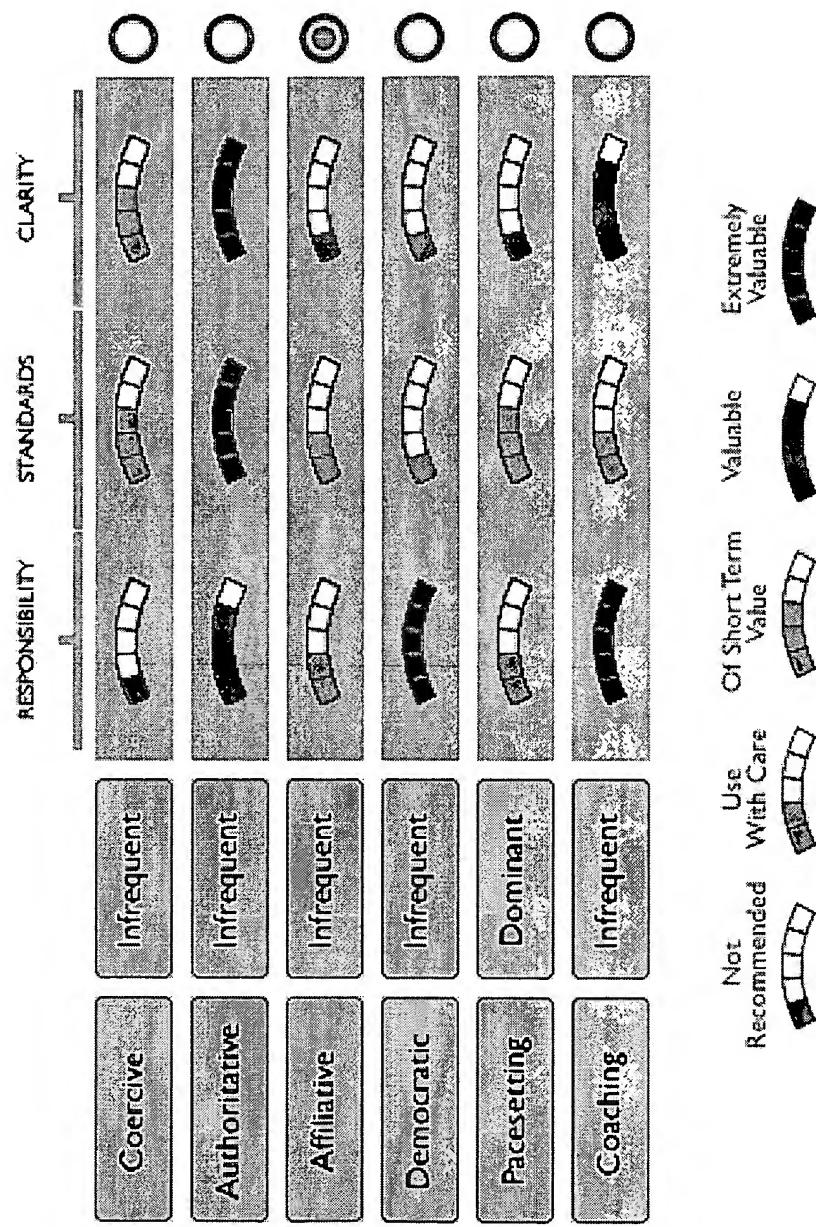
An **Affiliative** approach is unlikely to raise **Standards**, and in some cases may even obscure it further, as personal interaction and harmony are valued more highly than reaching goals.

- | | | | | |
|-----------------|---------------|---------------------|----------|--------------------|
| Not Recommended | Use With Care | Of Short Term Value | Valuable | Extremely Valuable |
| | | | | |

Your Affiliative style is
Infrequent

How To Use
The Wheel



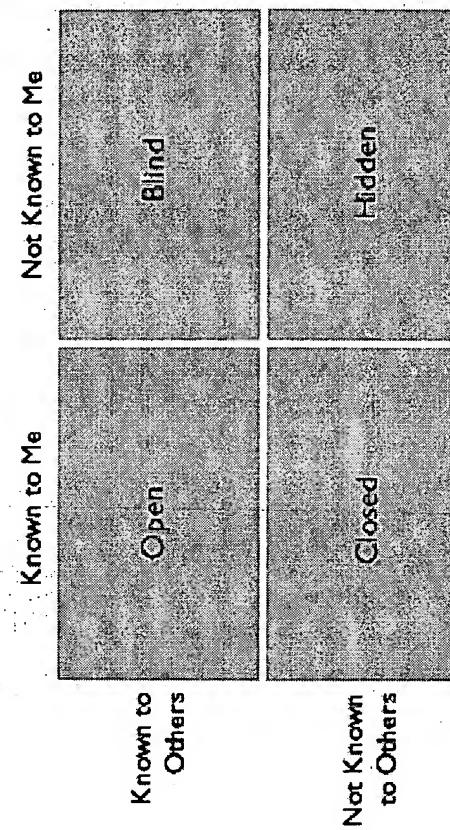




Using Different Sorts of Feedback

You will get meaning from feedback by comparing the new information to what you already think and feel. The better you are prepared for the different sorts of information, the more value you are likely to derive from your feedback.

There are four categories of information which you may encounter during feedback. These are shown in the model below:



Open Information – usually easily assimilated, may not add much

This relates to things you already know about yourself. Often, you will be very comfortable with its familiarity and assimilate it easily, but sometimes you may feel "found out" because you didn't know others knew this about you, and sometimes it may act as a reminder of things you knew but had forgotten.

Blind Information – often provokes strong feelings, but is often extremely valuable

Transforming Learning - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Print Refresh

Address <http://www.transforminglearning.co.uk/default.cfm?pagename=registration%2Fregister%2Ecfm&uid=245DD0A52-29FD-11D6-8A1>

Transforming Learning



how would you like to see this in the future?

- [1] Students who behave well
are praised Now Future

Students who behave well
are praised Now Future

- 2 Students in Mrs Robertson's
class don't stay in their seats
when they should

- 3 When I don't understand
something it's easy to get
help

Students in Mrs Robertson's
class stay in their seats
when they should



Undo These
Three Questions



**METHOD AND SYSTEM FOR
DEVELOPING TEACHING AND
LEADERSHIP CHARACTERISTICS AND
SKILLS**

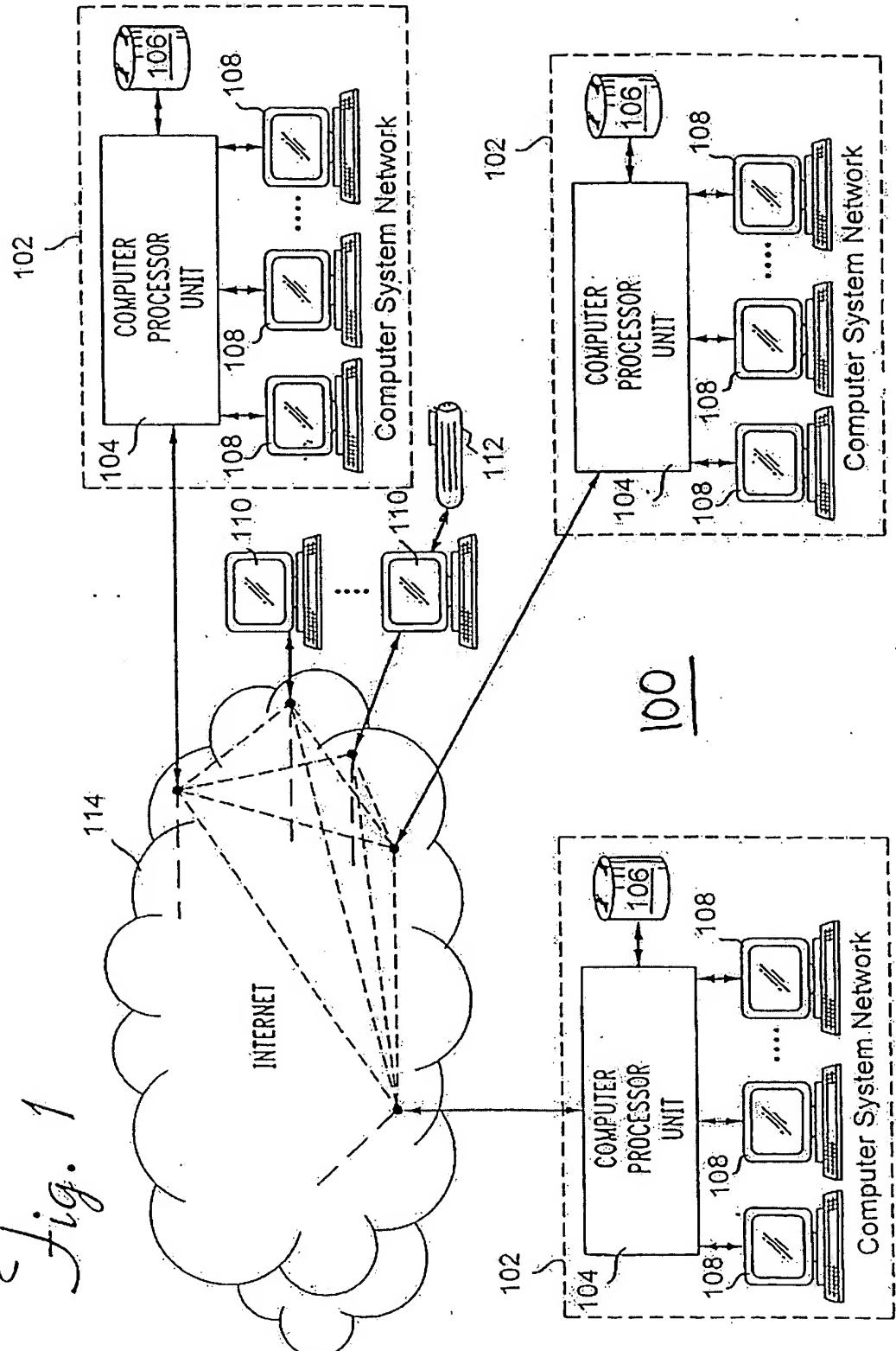
**U.S. Patent Application Serial No.
10/016,905**

Filed December 14, 2001

Attorney Docket No. D4701-00198

Exhibit C

Fig. 1



202

Welcome Back Joe

Your current class is:

MATH 101 ~ 208

Quick Shortcuts

- Where I Last Left Off ~ 210
- Questionnaire Tracker ~ 211
- The Main Home Page ~ 212
- Previous Feedback Summaries ~ 213
- Administration ~ 214
- Change Your Password ~ 215
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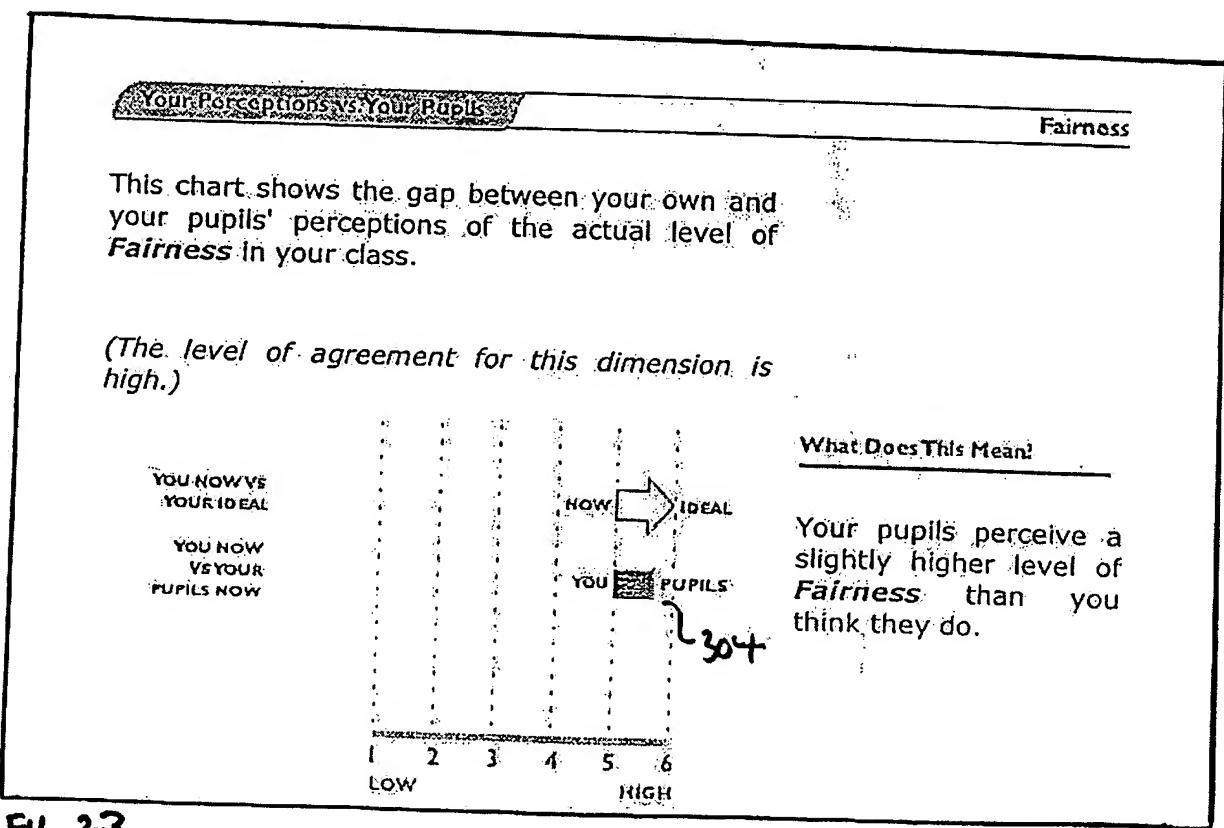
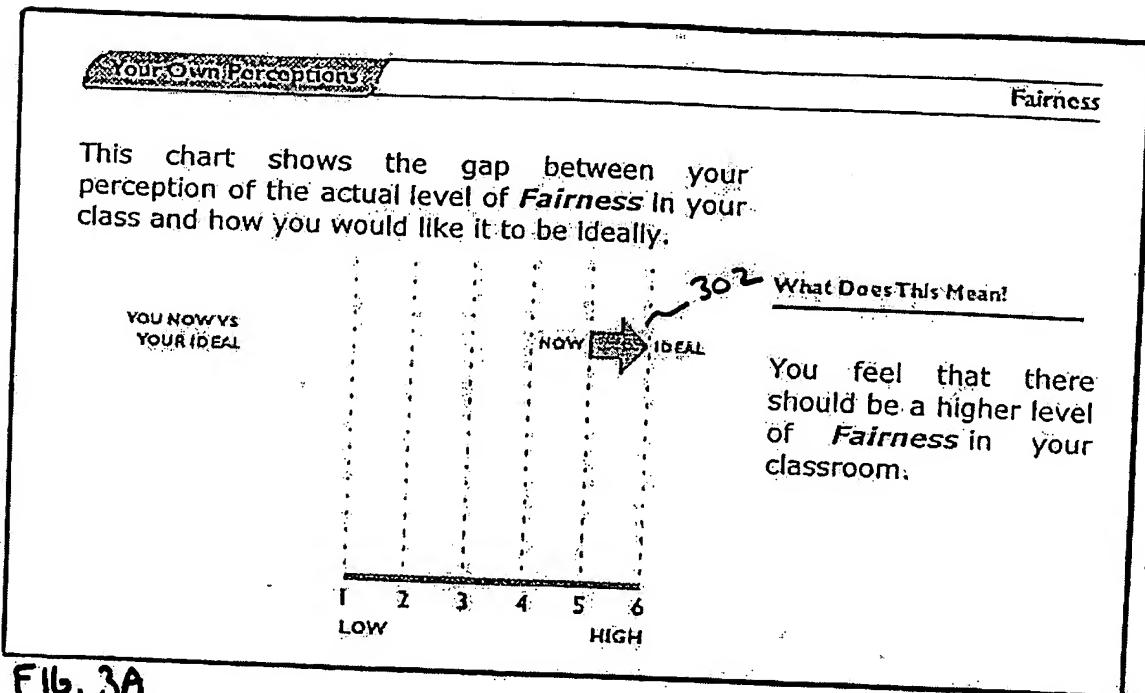
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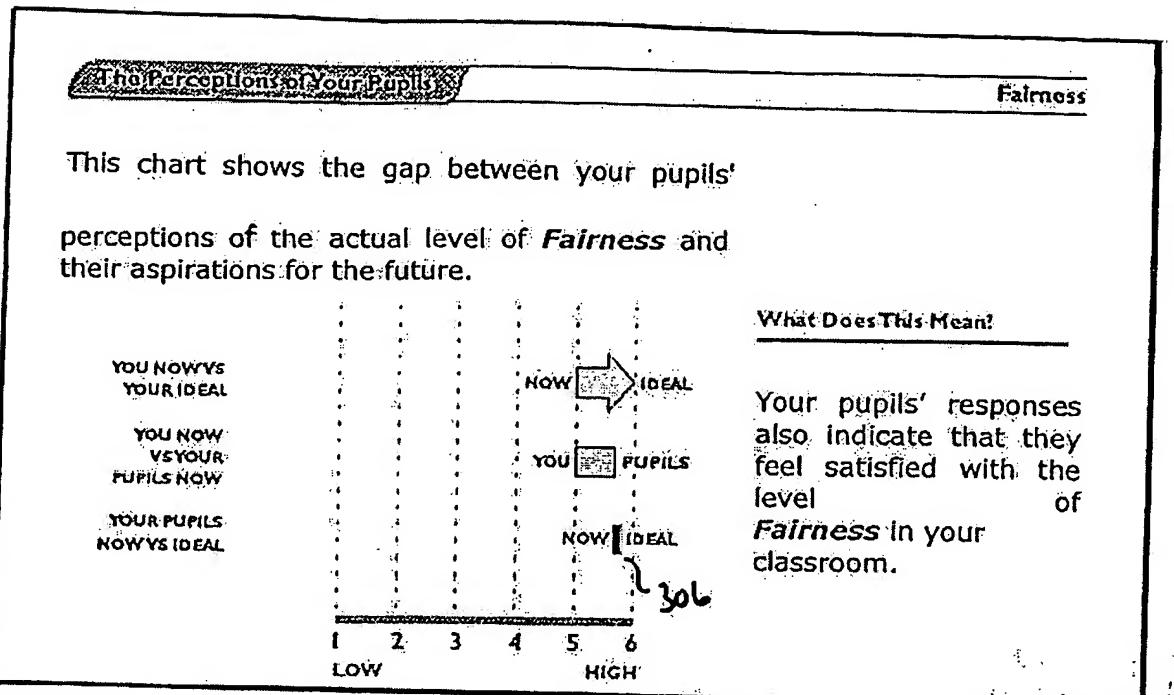


FIG. 3C

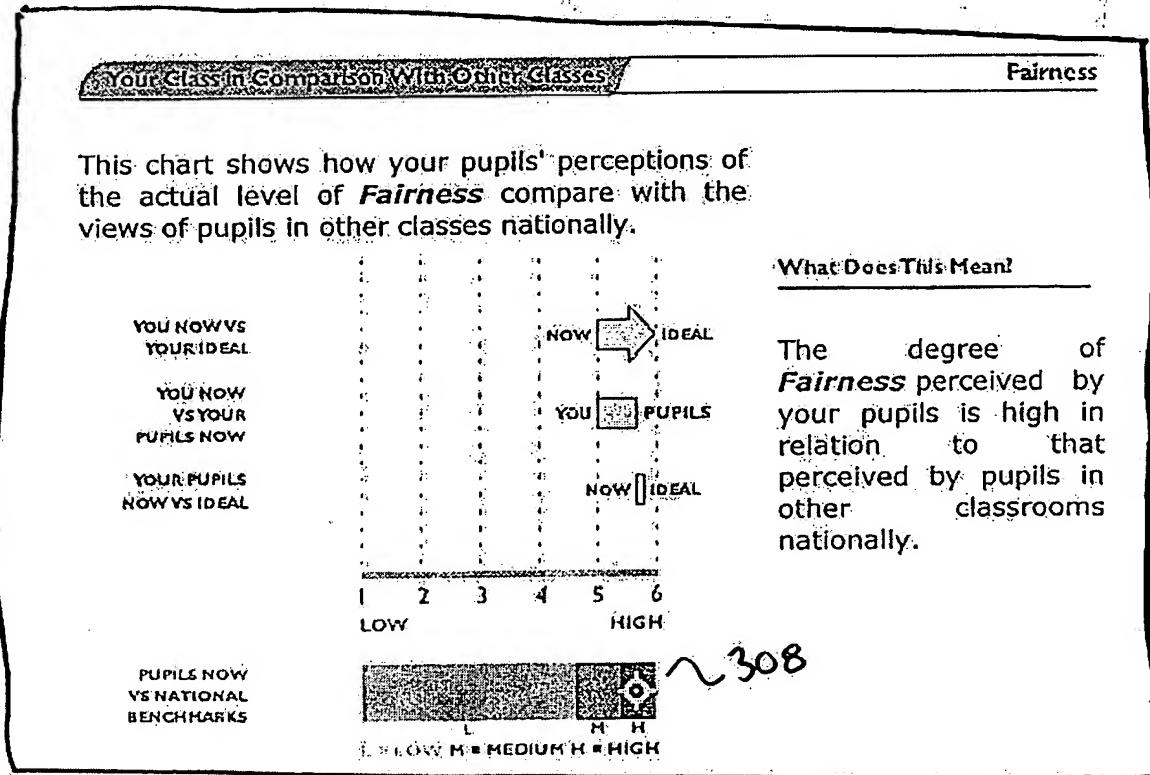


FIG. 3D

Your Key Message

Fairness

Your results in relation to **Fairness** are very positive. The challenge for you is to maintain this and use it to stretch pupils in your class even further, whilst working on dimensions which are not so strong or whilst identifying opportunities to improve classroom climate outside this class.

What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that

perceived by pupils in other classrooms nationally.

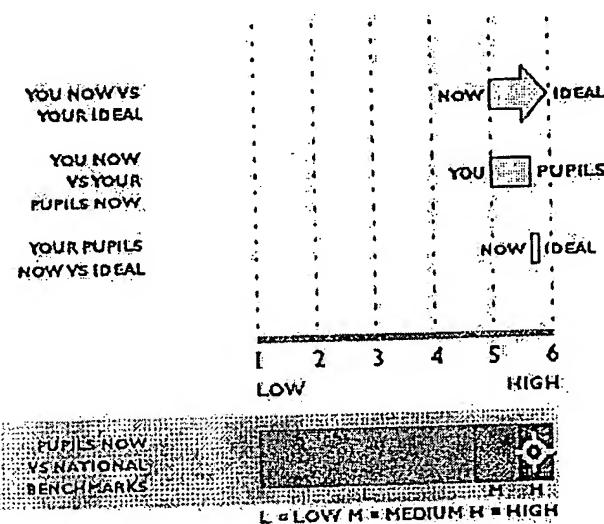


FIG. 3E

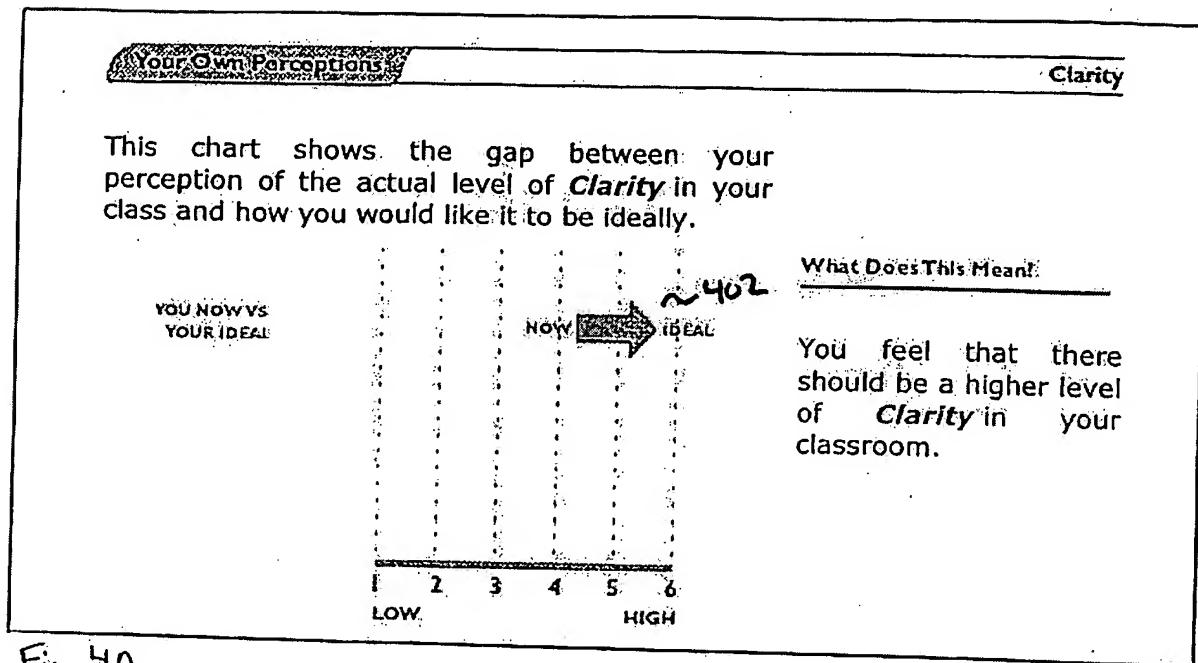


Fig. 4A

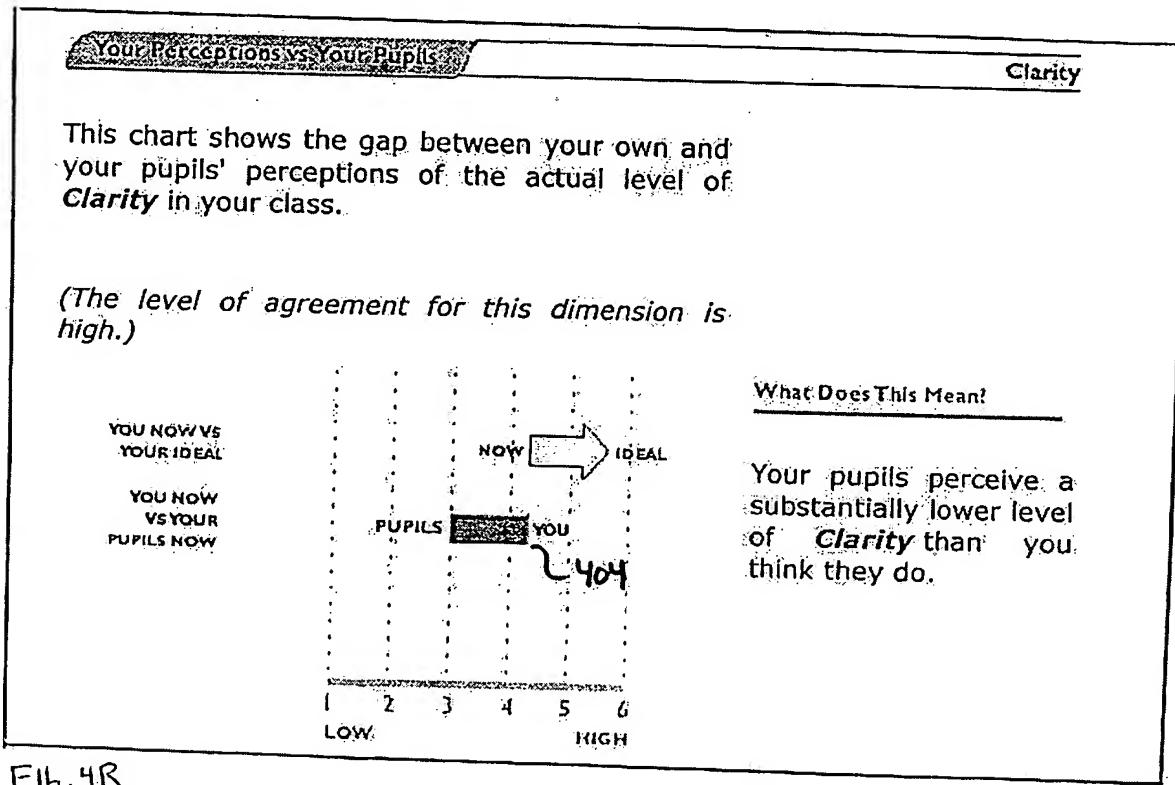


Fig. 4B

The Perceptions of Your Pupils

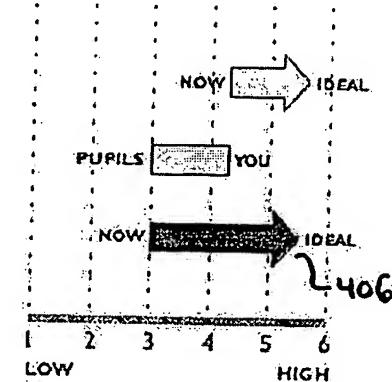
Clarity

This chart shows the gap between your pupils' perceptions of the actual level of **Clarity** and their aspirations for the future.

YOU NOW VS
YOUR IDEAL

YOU NOW
VS YOUR
PUPILS NOW

YOUR PUPILS
NOW VS IDEAL



What Does This Mean?

Your pupils' responses also indicate that they feel there is substantial scope for increasing the level of **Clarity** in your classroom.

FIG. 4C

Your Class in Comparison With Other Classes

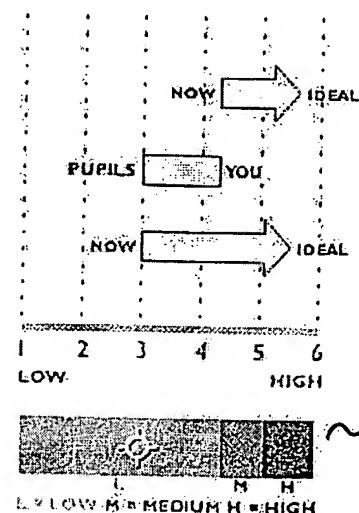
Clarity

This chart shows how your pupils' perceptions of the actual level of **Clarity** compare with the views of pupils in other classes nationally.

YOU NOW VS
YOUR IDEAL

YOU NOW
VS YOUR
PUPILS NOW

YOUR PUPILS
NOW VS IDEAL



What Does This Mean?

The degree of **Clarity** perceived by your pupils is low in relation to that perceived by pupils in other classrooms nationally.

FIG. 4D

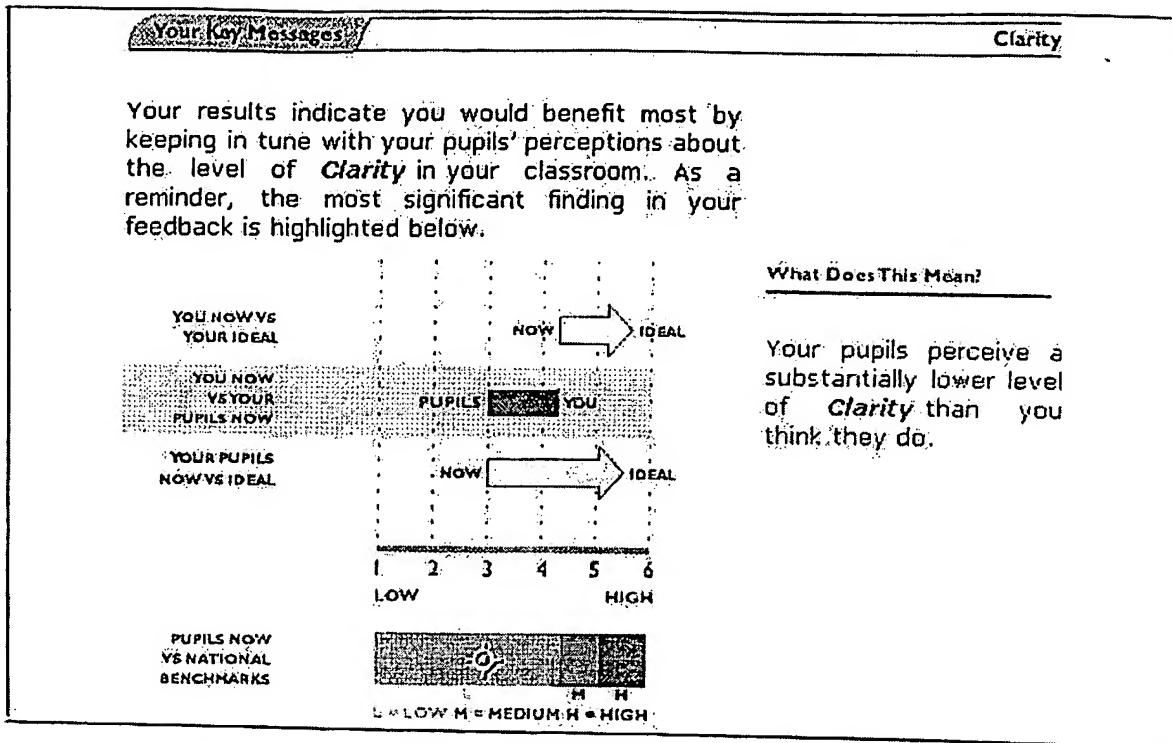


FIG.4E

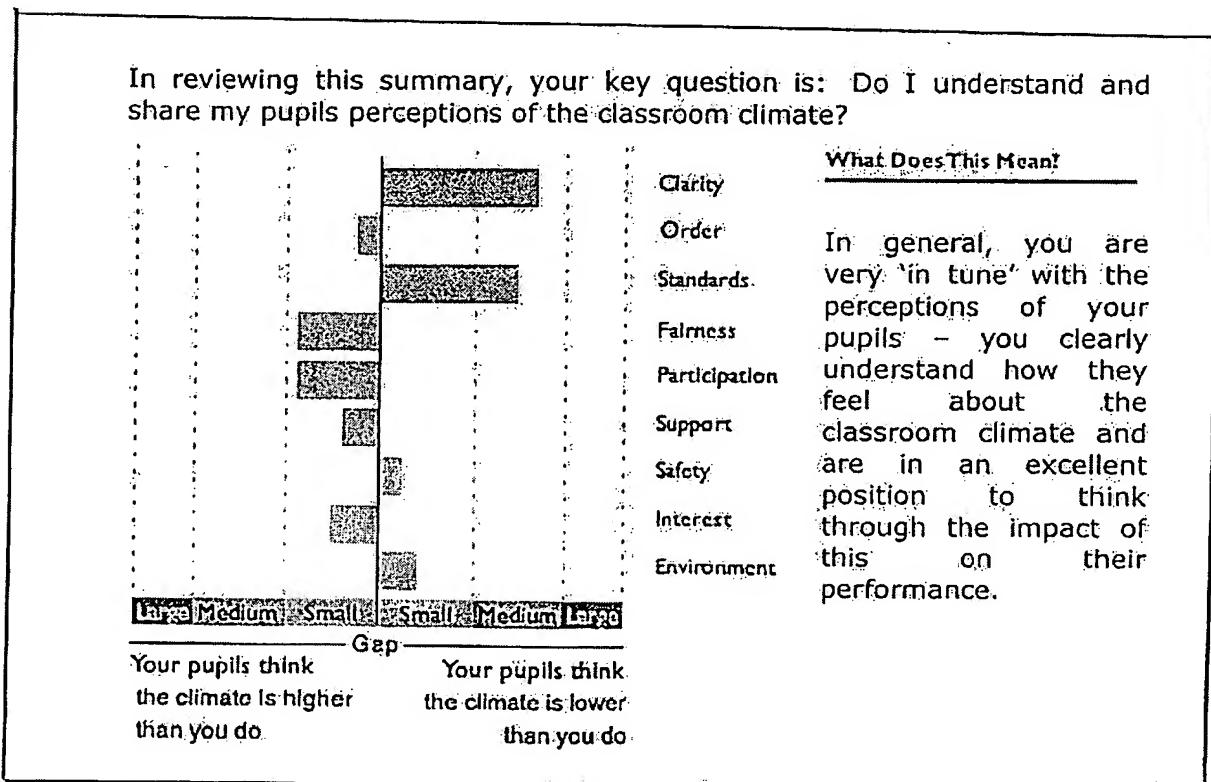
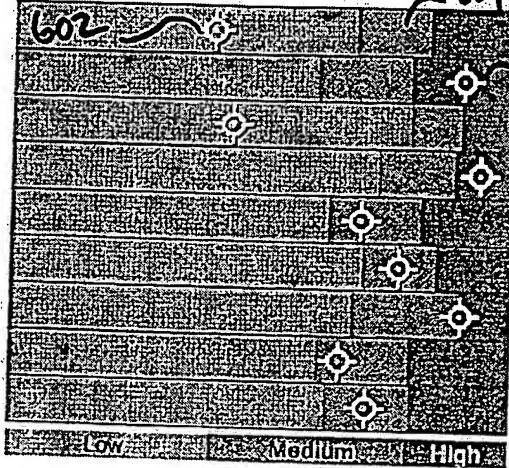


FIG. 5

In reviewing this summary, your key question is: Is there scope to improve the climate in this class to match or exceed the climate in other classrooms nationally, or would I do better to focus my energies elsewhere?



What Does This Mean?

Overall, your pupils perceive the climate to have a mixture of strengths and weaknesses when compared to that found in other classrooms nationally. You have created a good basis for building on existing strengths, but your feedback also highlights

those areas that may impede your pupils from performing to their full potential.

Fig. 6

Current Section: Getting Feedback		Dimensions		Priority		Key Message	
Order	Medium	Fairness	Medium	Clarity	High	Participation	High
Fairness	Medium	Clarity	High	Participation	High	Support	High
Clarity	High	Participation	High	Support	High	Safety	High
Participation	High	Support	High	Safety	High	Interest	High
Support	High	Safety	High	Interest	High	Environment	High
Safety	High	Interest	High	Environment	High	Environment	High
Interest	High	Environment	High	Environment	High	Standards	High
Environment	High	Environment	High	Standards	High	Raising pupils' views against the Norms.	
Standards	High	Raising pupils' views against the Norms.		Raising pupils' views against the Norms.		Raising pupils' views against the Norms.	

Fig. 7

Dimensions	Priority	Your Response
Order	Medium	Accepting
Fairness	Medium	I Don't Believe It
Clarity	High	Accepting
Participation	High	Accepting
Support	High	Accepting
Safety	High	Angry
Interest	High	Accepting
Environment	High	Accepting
Standards	High	Accepting

Fig. 8

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Medium	Click Here	<input type="radio"/>
Fairness	Medium	Click Here	<input type="radio"/>
Clarity	High	Click Here	<input checked="" type="radio"/>
Participation	High	Click Here	<input type="radio"/>
Support	High	Click Here	<input type="radio"/>
Safety	High	Click Here	<input type="radio"/>
Interest	High	Click Here	<input type="radio"/>
Environment	High	Click Here	<input type="radio"/>
Standards	High	Click Here	<input checked="" type="radio"/>

Fig. 9

902

1002 ~ 1002

Characteristics: Click for More Information

	Selected Action
Analytical Thinking	<input checked="" type="radio"/>
Conceptual Thinking	<input checked="" type="radio"/>
Drive for Improvements	<input checked="" type="radio"/>
Initiative	<input checked="" type="radio"/>
Holding People Accountable	<input checked="" type="radio"/>
Managing Pupils	<input checked="" type="radio"/>
Passion for Learning	<input checked="" type="radio"/>
Impact & Influence	<input checked="" type="radio"/>

1004 ~ 1006

Action Still Outstanding

FIG. 10

FIG. 11

1002 ~ 1002 ~ 1001

How do you see this now?

In Ms Osborne's class students are not expected to hand their work in on time

Skip Question ▾

NOW

In Ms Osborne's class students are always expected to hand their work in on time

1008 ~ 1008

How would you like to see this in the future?

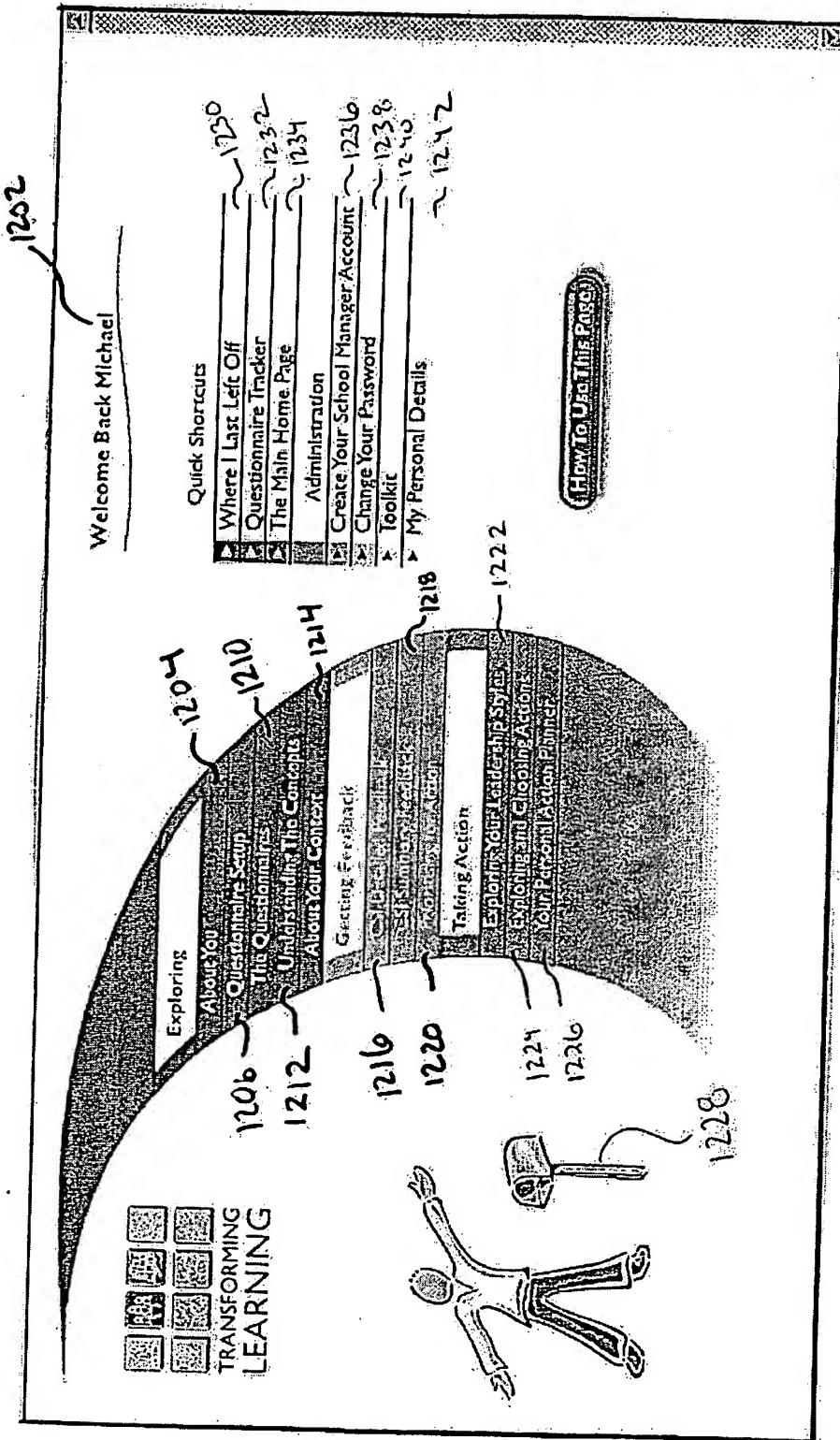
In Ms Osborne's class students are not expected to hand their work in on time

FUTURE

NOW

In Ms Osborne's class students are always expected to hand their work in on time

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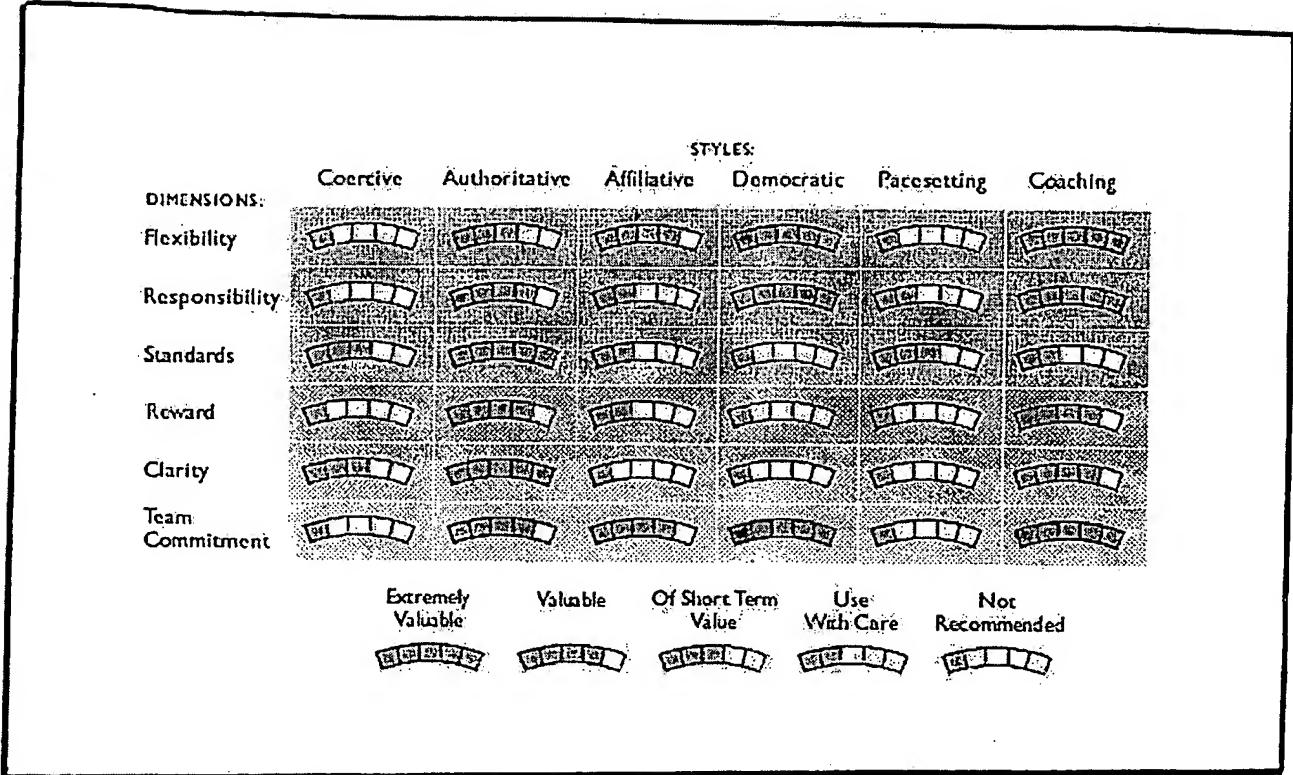
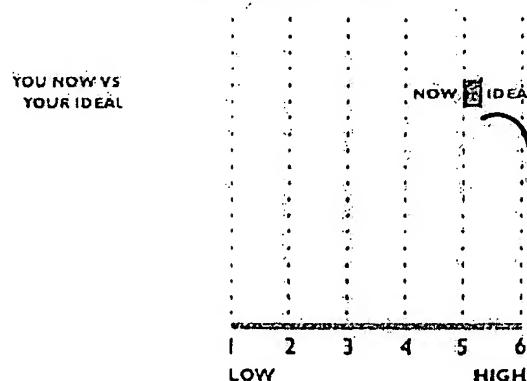


FIG. 13

Your Own Perceptions

Responsibility

This chart shows the gap between your perception of the actual level of **Responsibility** in the school and how you would like it to be ideally.



What Does This Mean?

You feel your colleagues may be more effective if **Responsibility** was increased slightly.

FIG. 14A

Your Perceptions vs Your Colleagues

Responsibility

This chart shows the gap between your own and your colleagues' perceptions of the actual level of **Responsibility** in the school.

(The level of agreement for this dimension is high.)

YOU NOW VS
YOUR IDEAL
YOU NOW
VS YOUR
COLLEAGUES NOW

NOW VS IDEAL
YOU COLLEAGUES

1 2 3 4 5 6
LOW HIGH

What Does This Mean?

There is no difference between your perception of **Responsibility** in the school and your colleagues' perception.

FIG. 14B

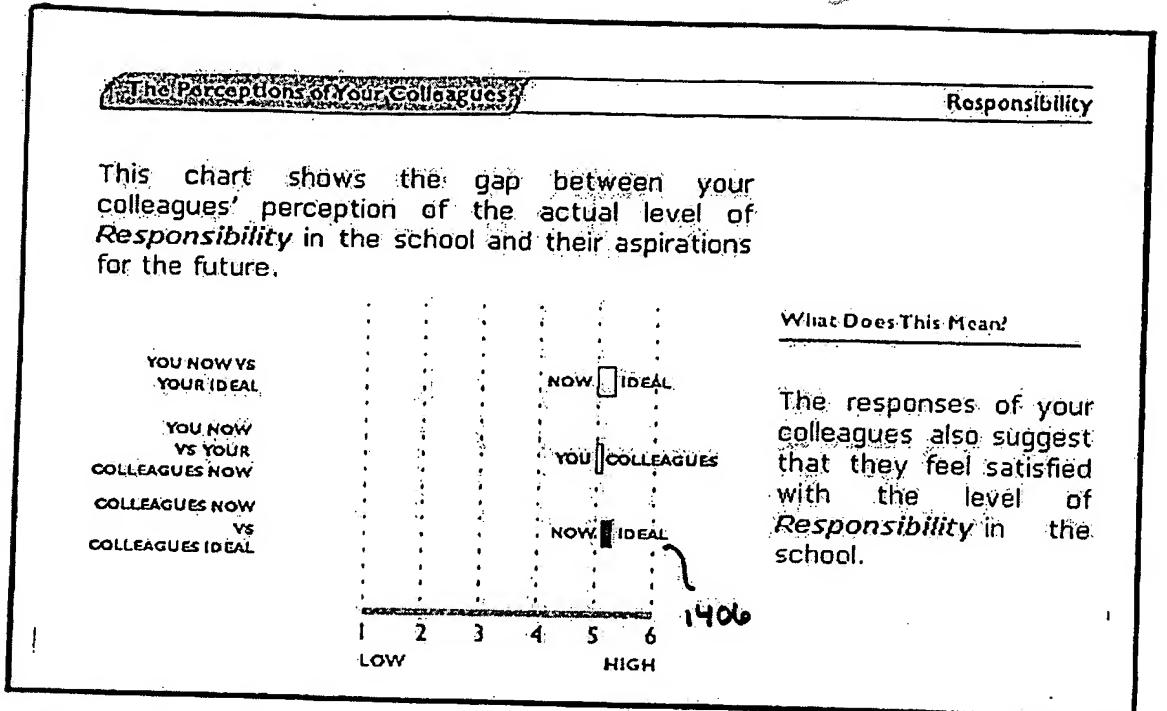


FIG. 14C

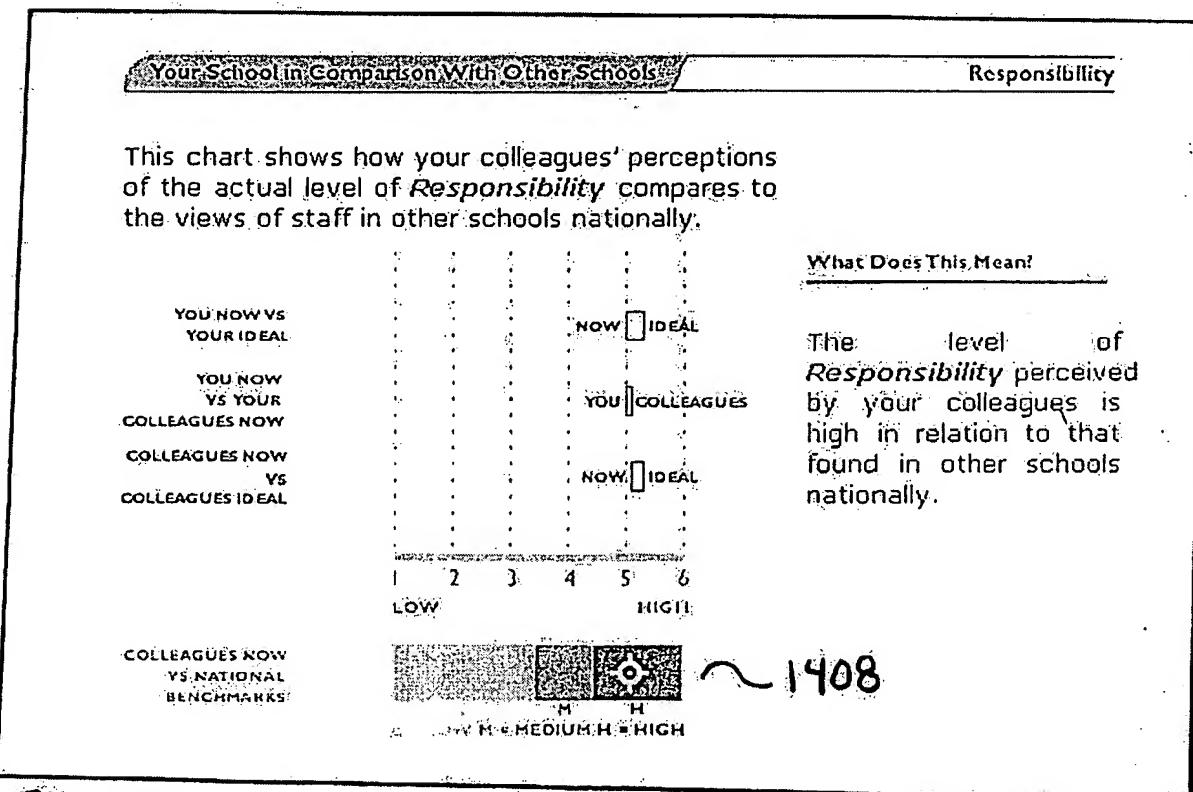


FIG. 14D

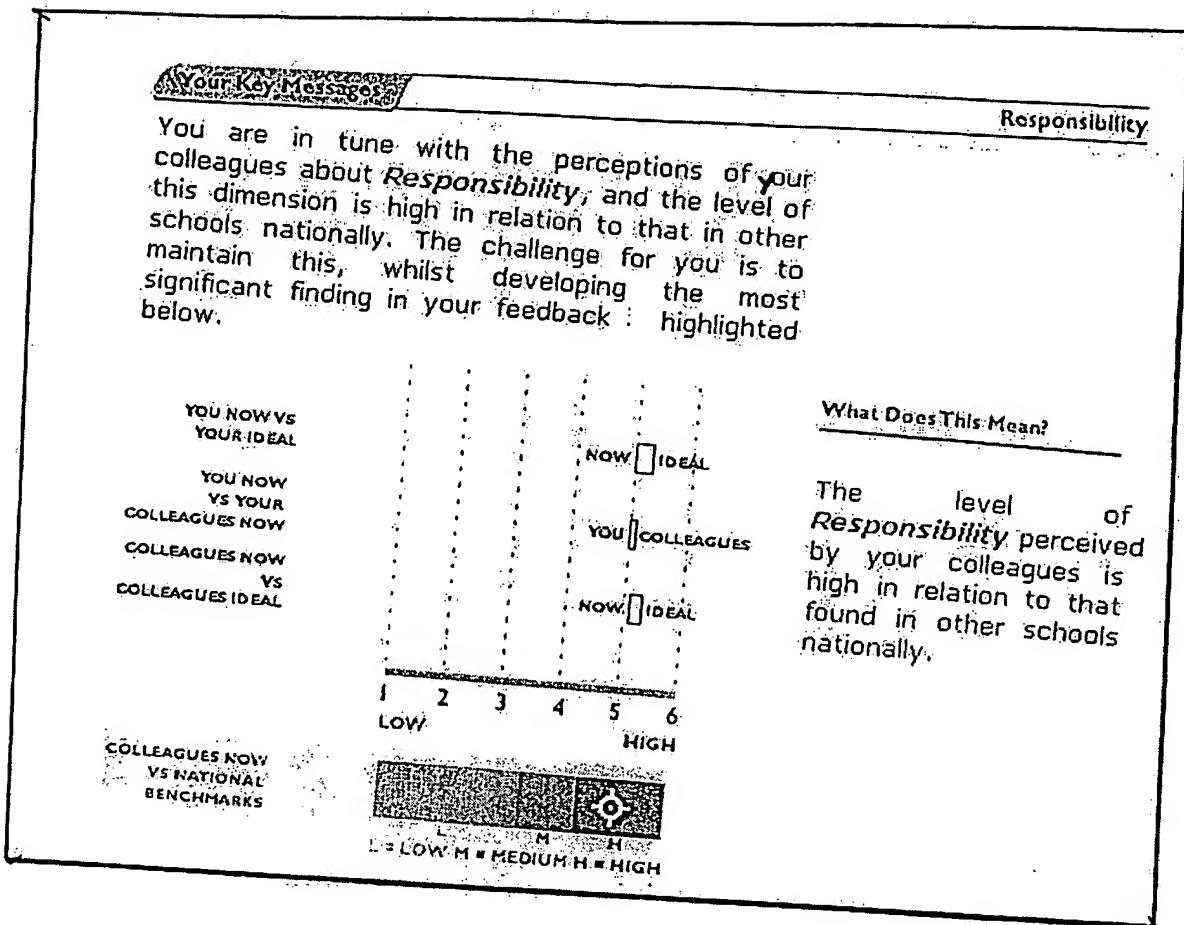


FIG. 14E

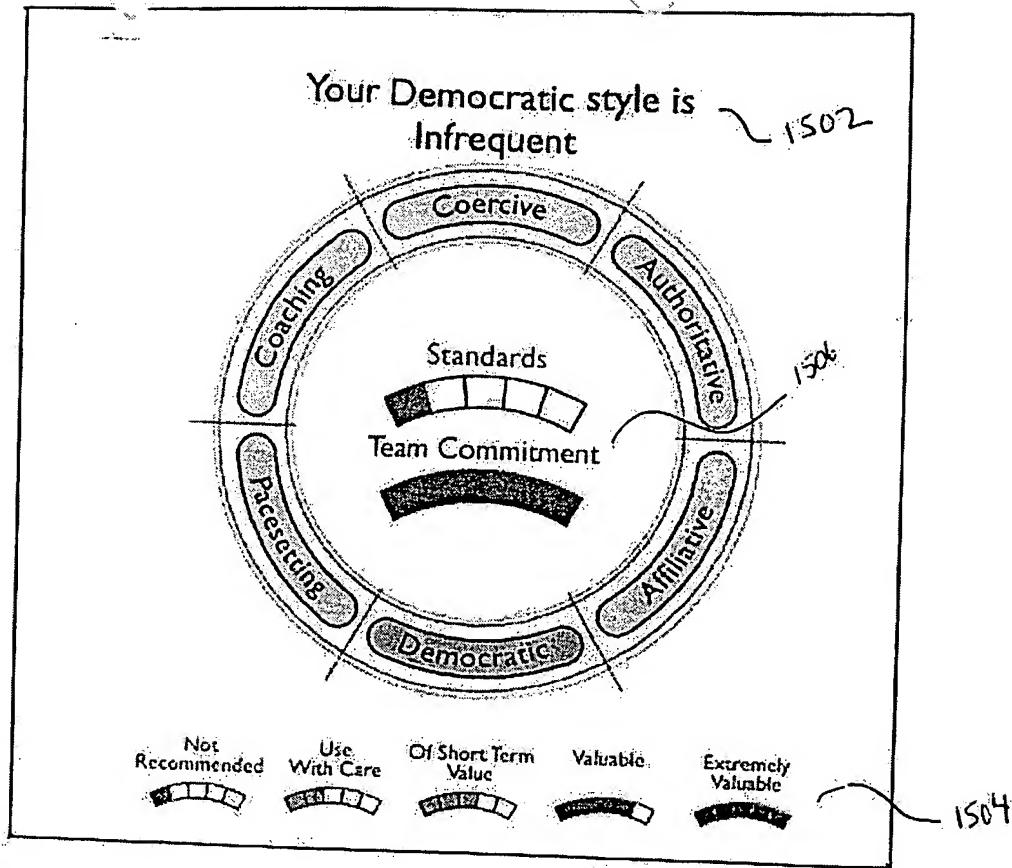


FIG. 15A

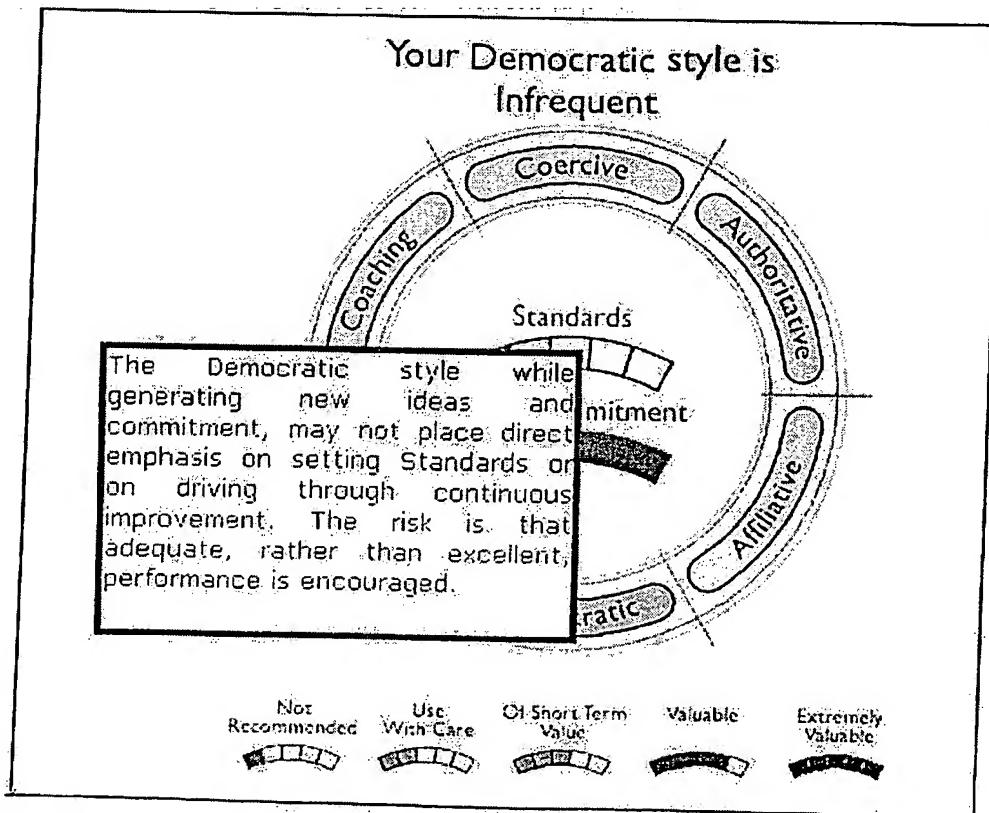


FIG. 15B

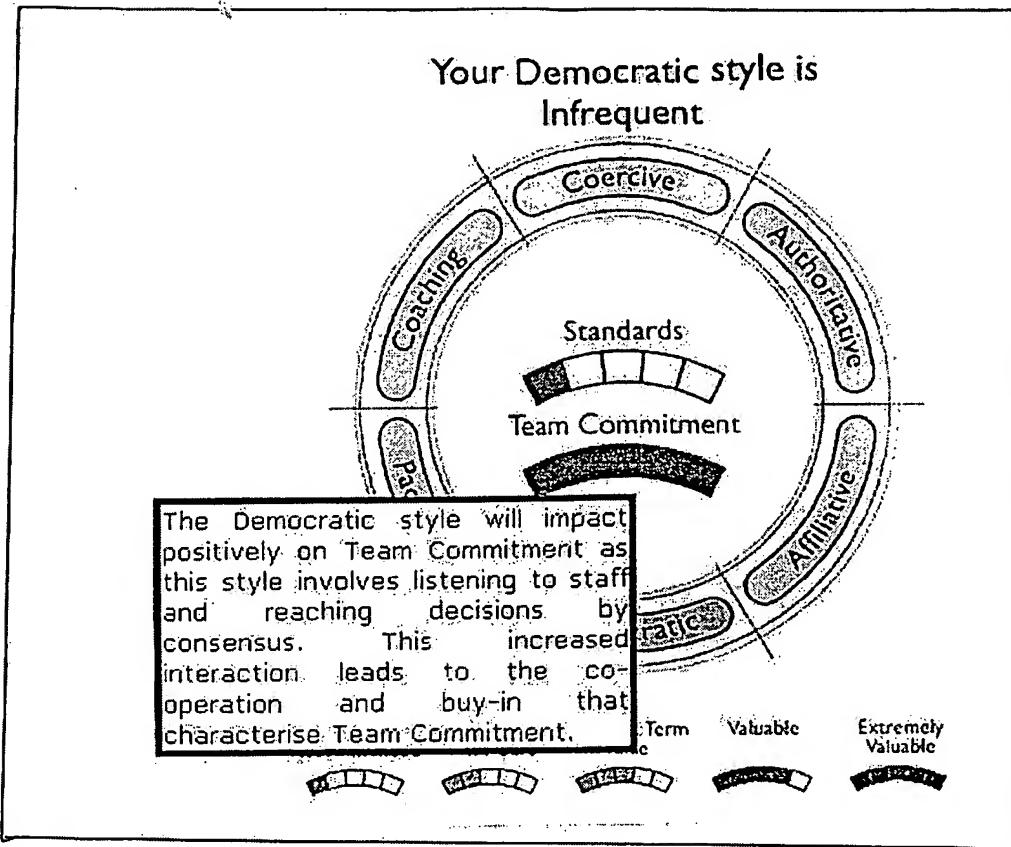


FIG. 15C

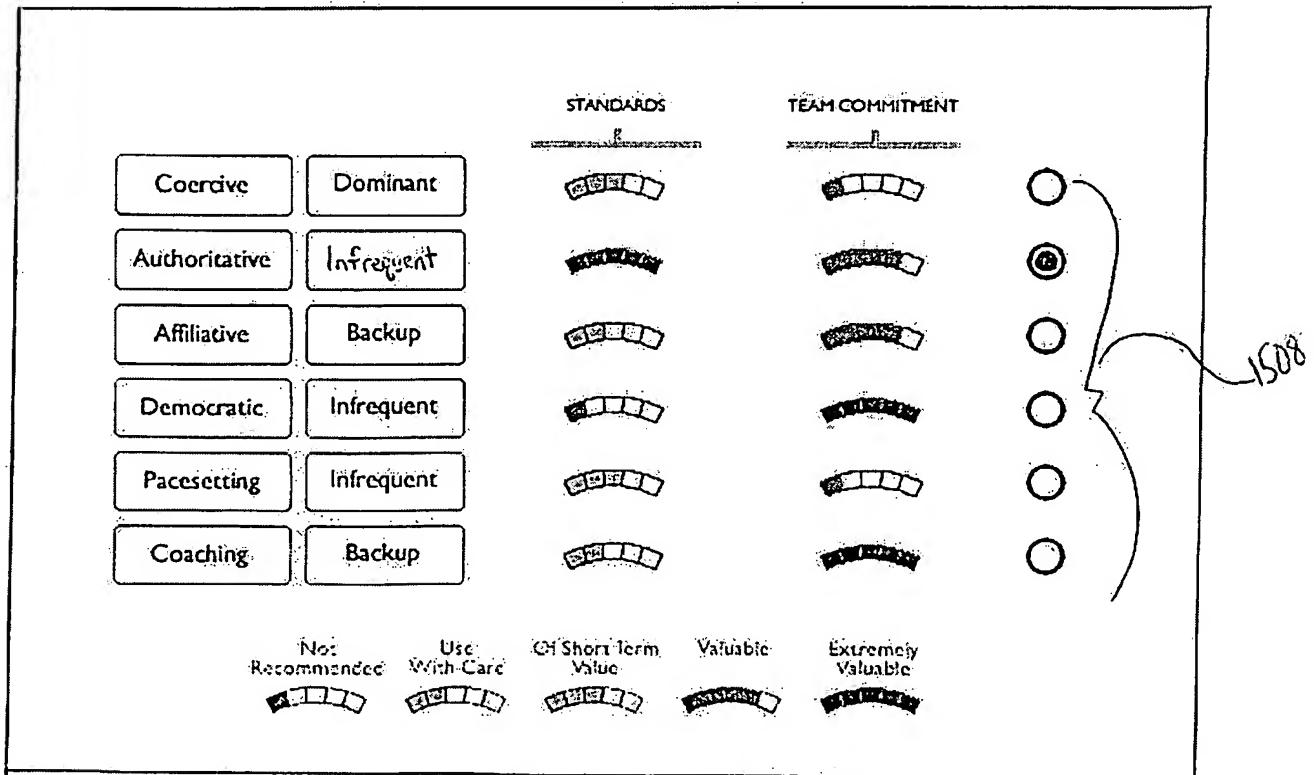


FIG. 15D

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